



St.Clement's Church of England Academy History Long Term Plan and Progression

History Long term plan and progression document

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding. The substantive concepts in different colours are the main, most significant substantive concepts that run throughout all key stages.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out and differentiated for key stage 1, lower key stage 2 and upper key stage 2.

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods. Historical enquiry skills are differentiated between key stage 1, lower key stage 2 and upper key stage 2.

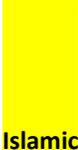


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 Childhood (H)	 Street Detectives (G)	 John Cadbury (H)	 Our Wonderful world (G)	 Seasides of the past (H)	 Coastline(G)
Year 2	 The Great Fire of London(H)	 Bright lights, big city(G)	 Scott of the Antarctic(H)	 Let's explore the world(G)	 Magnificent Monarchs (H)	 India (G)
Year 3	 Emperors & empires (H)	 One planet (G)	 Through the Ages (H)	 Rocks, relics & Rumbles (G)	 Ancient civilizations(H)	 Misty mountain, winding river(G)
Year 4	 Anglo-Saxons and Scots Invasion (H)	 Interconnected world(G)	 Windrush generation(H)	 Roadtrip USA (G)	 Ancient Greece Groundbreaking Greeks(H)	 Investigating our world (G)



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<p>Year 5</p>	 <p>Vikings and Anglo-Saxons Vicious Vikings(H)</p>	 <p>Blue Abyss (G)</p>	 <p>Birmingham workshop of the world (H)</p>	 <p>Grow, sow, farm(G)</p>	  <p>Islamic civilizations Baghdad(H)</p>	 <p>Rainforest (G)</p>
<p>Year 6</p>	 <p>World War II A child's war (H)</p>	 <p>Frozen Kingdoms(G)</p>	 <p>Maafa-Slavery(H)</p>	 <p>Our changing world (G)</p>	 <p>Maya Civilisation Mayan civilization(H)</p>	 <p>Hola Mexico(G)</p>



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Year 1	Childhood	John Cadbury	Seaside- Now & Then
<p>Substantive Concepts</p>	<p>Society, technology, change, progression</p>	<p>Chocolate., factories, village,</p>	<p>Railway, resorts, bathing machines, health, class differences</p>
<p>Substantive Knowledge</p>	<p>Toys have existed for thousands of years and have been made out of many different materials.</p> <ul style="list-style-type: none"> - Victorian toys were often made of wood. Poorer children would have played with homemade toys. - Modern toys are usually made of plastic because it is safer and easier to make things with. - Many modern toys work using electricity. - Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now. 	<p>John Cadbury was born in Birmingham on 12 August 1801.</p> <p>To know the Cadbury family, family tree.</p> <p>He opened his first shop in Bull street in 1824 selling drinking chocolate.</p> <p>John Cadbury died in May 1889 and is buried in Witton Cemetery- close to school.</p> <p>John's sons took over the business when he retired and moved the factory to Bournville where the factory still produces chocolate from today.</p> <p>The Cadbury family built all the homes on Bournville village as worker's homes and how this was the first time this had happened.</p> <p>Many members of the Cadbury family still live in Birmingham.</p> <p>Chocolate and it's packaging has changed over the years. Cadbury's is still one of the most recognisable brands in the world.</p>	<p>The railways developed so more people began to travel further and visit seaside resorts.</p> <p>Holidays in the past were nearly always health related. Seawater was considered to have a beneficial effect on health and cure diseases.</p> <p>There are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment.</p> <p>People got changed in special bathing machines</p> <p>Women would use bathing machines to change into their swimming costume. In the past people would be covered and wear their clothes to the beach. They did not have shorts and T-shirts to wear. Not many people sunbathed.</p> <p>Bucket and spades would be very heavy to carry. They were made from metal, tin and wood. Donkey rides, entertainment and carousels on the pier are still popular today.</p> <p>People would watch Punch and Judy shows and walk along the promenade to watch a show, hear a band or sit and rest. Punch and Judy shows can</p>



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			be seen today but very rarely at the beach
Disciplinary Concepts	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why a person was important. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present.
Historical Enquiry	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Observe or handle evidence to ask simple questions about the past. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Observe or handle evidence to ask simple questions about the past. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Observe or handle evidence to ask simple questions about the past.



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	<ul style="list-style-type: none">- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <p>Chronological Understanding</p> <ul style="list-style-type: none">- Describe memories and changes that have happened in their own lives.- Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">- understand that there are reasons why people in the past acted as they did;- <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- talk, write and draw about things from the past;	<ul style="list-style-type: none">- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <p>Chronological Understanding</p> <p>Order dates from earliest to latest on simple timelines.</p> <ul style="list-style-type: none">- Sequence pictures from different periods.- Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">- know and recount episodes from stories and significant events in history;- understand that there are reasons why people in the past acted as they did;- describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- talk, write and draw about things from the past;- use historical vocabulary to retell simple stories about the past.	<ul style="list-style-type: none">- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <p>Chronological Understanding</p> <p>Know some things that happened to in the past.</p> <p>Sequence pictures from different periods.</p> <p>Talk about past and present events in their own lives and in lives of family members and know the difference.</p> <p>Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow</p> <p>Order and sequence familiar events in their own life</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Find out facts about seaside holidays from long ago. (Before living memory.) and compare them to their own holidays using a variety of sources.</p> <p>know and recount episodes from stories and significant events in history</p> <p>Presenting, Communicating and Organising</p> <p>Communicate their knowledge through different media.</p>
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Year 2	The Great fire of London	Scott of the Antarctic	Magnificent Monarchs
<p>Substantive Concepts</p>	<p>Building, city, commemoration, ruler (king), technology.</p>	<p>Exploration, scientific expedition, Scurvy</p>	<p>The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict.</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	<p>Captain Scott was an explorer of the Antarctic who reached the south Pole in 1912 but the Norwegian Amundsen had beaten him to it.</p> <p>The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before.</p> <p>On the 800 mile journey back Scott's party all died through lack of food and the freezing cold.</p> <p>His bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies.</p> <p>After he died he became a hero in Britain and everyone thought how brave he was.</p> <p>More recently some people have said he was too careless and made mistakes with the planning</p>	<ul style="list-style-type: none"> - William I who (also known as William the Conqueror) came from France and took over England in 1066. - Henry VIII is known for having had six wives. He created the Church of England. - Richard III's burial place was discovered in 2012. It is now a car park. - The time of Queen Victoria's reign is known as the Victorian period. Cars and trains were invented during her reign. - Elizabeth II was the longest reigning monarch. She was Queen for 70 years. - The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.



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<p>Disciplinary Concepts</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about why the event was important and what happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Explain that historical events are caused by things that occurred before them. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why a person was important. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Explain that historical events are caused by things that occurred before them. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why a person was important.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - start to understand that there can be different versions of the same event from the past; - observe and use pictures, photographs and artefacts to find out about the past; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past. - Explain that there are different types of evidence and sources, such as



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	<ul style="list-style-type: none"> - start to use stories or accounts to distinguish between fact and fiction; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <p>sequence artefacts and events that are close together in time;</p> <ul style="list-style-type: none"> - order dates from earliest to latest on simple timelines; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p>	<p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; <p>Chronological Understanding</p> <p>sequence artefacts and events that are close together in time;</p> <ul style="list-style-type: none"> - order dates from earliest to latest on simple timelines; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - Know and recount episodes from stories and significant events in history. - Describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 	<p>photographic and written, that can be used to help represent the past.</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - Order dates from earliest to latest on simple timelines. - Sequence pictures from different periods. - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - Know and recount episodes from stories and significant events in history. - Describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - Talk and write about things from the past using some historical vocabulary
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	<ul style="list-style-type: none">- talk, write and draw about things from the past;- use historical vocabulary to retell simple stories about the past.		
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Year 3	Emperors and Empires-Romans	Through the Ages- Stone Age	Ancient Civilizations-Egypt
<p>Substantive Concepts</p>	<p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p>	<p>Building, economy (money), farming, migration, settlement, technology, tribe.</p>	<p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today. 	<ul style="list-style-type: none"> In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. During the Iron Age, people began to make tools and weapons from iron. Hillforts developed during the Iron Age. Communities lived on hills for 	<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. - The ancient Egyptians wrote in hieroglyphics on papyrus, which they made from reeds that grew along the Nile. - The ancient Egyptians worshipped gods who were responsible for different aspects of life.



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<p>Disciplinary Concepts</p>	<p>Continuity and Change Start to explain the impact of some changes that have happened throughout different periods of time. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Start to understand that there are times in history when change happens suddenly.</p> <p>Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Similarities and Differences Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.</p> <p>Historical Significance Understand that historical significance can be related to specific events,</p>	<p>protection.</p> <p>Continuity and Change Identify key things that stayed the same between periods. Identify key things that changed between periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences.</p> <p>Similarities and Differences Identify and give some examples of how life was similar in the past.</p> <p>Historical Significance Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Cause and Consequence - Begin to understand that historians may not agree on the main causes of an event.</p> <p>Similarities and Differences - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences.</p> <p>Historical Significance - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>



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	<p>people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>		
<p>Historical Enquiry</p>	<p>Historical Interpretations - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past.</p> <p>Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries,</p>	<p>Historical Interpretations - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past.</p> <p>Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries,</p>	<p>Historical Interpretations - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Historical Investigations - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past;</p> <p>Chronological Understanding - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>



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	<p>speeches or letters. These could also be autobiographies);</p> <p>Historical Investigations</p> <ul style="list-style-type: none">- use a range of primary and secondary sources to find out about the past;- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;- gather more detail from sources such as maps to build up a clearer picture of the past;- regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none">- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- build on prior knowledge to start to gain further understanding of substantive concepts <p>understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>speeches or letters. These could also be autobiographies);</p> <ul style="list-style-type: none">- start to present ideas based on their own research about a studied period. <p>Historical Investigations</p> <ul style="list-style-type: none">- use a range of primary and secondary sources to find out about the past;- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;- gather more detail from sources such as maps to build up a clearer picture of the past;- regularly address and sometimes devise own questions to find answers about the past;- begin to undertake their own research. <p>Chronological Understanding</p> <ul style="list-style-type: none">- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- build on prior knowledge to start to gain further understanding of substantive concepts;- understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.	<ul style="list-style-type: none">- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">- explain how people and events in the past have influenced life today;- describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);- start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- build on prior knowledge to start to gain further understanding of substantive concepts;- understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
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Year 4	Invasion- Anglo Saxons & Scots	Windrush	Groundbreaking Greeks
<p>Substantive Concepts</p>	<p>Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p>	<p>Caribbean, Commonwealth, discrimination, WW2, immigrants, the Atlantic, racism, equal opportunities, inequality,</p>	<p>Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. - The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. - At the end of this period, Christianity became the main religion in Britain. - Many places of worship were built, including Canterbury Cathedral. 	<p>HMT Empire Windrush was used to bring the West Indian migrants to Tilbury Docks, Essex, UK.</p> <p>The Empire Windrush was a passenger liner launched in Germany in 1930 and used as a navy troopship during World War 2.</p> <p>Many of the men and women of the Caribbean supported Britain in its war efforts (as soldiers and nurses etc).</p> <p>After World War 2, Britain needed more men and women to work in industry because of a shortage of workers that died during the war. In 1948, the Empire Windrush brought 492 West Indian immigrants from Jamaica to London, travelling thousands of miles across the Atlantic.</p> <p>When they arrived, many people were not given equal rights or opportunities. They experienced racism and discrimination and often found it very difficult to find a home to live in and make friends</p> <p>Between 1948 and 1970, nearly half a million left their homes in the West Indies.</p>	<ul style="list-style-type: none"> - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the



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		<p>The Commonwealth – all 53 countries were at one time associated with the British Empire. They all are individual with their own systems: not ruled over by another country. They are all regarded as equal and share common goals. King Charles III serves as the Head of the Commonwealth.</p>	<p>Trojan War.</p>
<p>Disciplinary Concepts</p>	<p>Continuity and Change Identify key things that stayed the same between periods. Identify key things that changed between periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights,</p>	<p>Continuity and Change Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past. Historical Significance</p>	<p>Continuity and Change Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences. Historical Significance Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant</p>



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	<p>different religious beliefs. Identify and give some examples of how life was similar in the past. Historical Significance Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Identify a range of historically significant people and events from different periods of history and explain why they were significant Understand the historical and cultural significance of the Windrush generation and their impact on British society</p>	<p>people and events from a period of history and give some detail about what they did/what happened and what impact it had</p>
<p>Historical Enquiry</p>	<p>Historical Interpretations - begin to understand some of the ways in which historians and others investigate the past. Historical Investigations - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p>	<p>Historical Interpretations find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; regularly address and sometimes devise own questions to find answers about the past; Historical Investigations - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Chronological Understanding - order an increasing number of significant events, movements and</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures,</p>



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	<p>Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); start to present ideas based on their own research about a studied period.</p> <p>Substantive Concepts and Historical - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>dates on a timeline using dates accurately;</p> <p>Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied;</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); start to present ideas based on their own research about a studied period.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period.</p> <p>Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding</p>	<p>documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses - investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
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		of a wider range of substantive concepts;	<p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;- plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history;- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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Year 5	Vicious Vikings	Birmingham Workshop to the world	Islamic civilizations-Baghdad
Substantive Concepts	Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).	Anglo-Saxon, hamlet, Beorma, River Rea, tribe, community, Domesday Book, Peter de Bermingham, manor, market, craftsmen, bull baiting, bullring narrowboat ,tow path, Worcester and Birmingham Canal, Cadbury, James Brindley, transport, goods, trades,	City, civilisation, culture, empire, golden age, government: caliphate, knowledge, religion, ruler: caliph, trade.
Substantive Knowledge	<p>The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.</p> <ul style="list-style-type: none"> - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. <p>Anglo-Saxon kings made continuous attempts to regain land from the Vikings</p> <ul style="list-style-type: none"> - Danegeld was a system where Anglo- Saxon kings would pay the 	<p>In Anglo Saxon times, a small hamlet was formed, home to a tribe whose leader was called Birm or Beorma- the location was chosen due to fertile soil, coal & iron mines and proximity to the river Rea.</p> <p>The first recorded entry of Birmingham’s existence was made in the 1086 Domesday book- a survey made by William the Conqueror</p> <p>A man named Peter De Bermingham owned the land and he sought out a market charter for the village and encouraged tradesmen from all over the country to relocate to Birmingham.</p> <p>In 1600’s B’ham became well know for sword making. In 1812-Westley Richards gun smith was founded, this is still going today. Weapons from Bham</p>	<p>Baghdad was built in AD 752 as the capital of the Islamic Empire. It was built in a circle with a mosque at the centre. It was close to water and trade routes.</p> <ul style="list-style-type: none"> - The House of Wisdom was founded by Caliph Harun al-Rashid who encouraged learning. It was a library that held scientific writing from many cultures. It was destroyed in the Siege of Baghdad in 1258. - Early Islamic scholars did ground-breaking work in medicine, mathematics (inventing algebra) and optics (developing the first cameras). - A caliphate is a political-religious form of government. The caliphate was ruled by Caliphs (meaning successor to Muhammed, who founded Islam).



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	<p>Vikings to make sure they did not attack their kingdoms.</p> <ul style="list-style-type: none"> - In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. 	<p>were used in the French Revolution, American Civil war and WW1.</p> <p>BSA motorcycles was founded in 1861 and were used in WW1 & WW2</p> <p>The first modern canal building was organised by James Brindley & completed in 1761. This enabled Birmingham's trade to thrive.</p> <p>Matthew Boulton- 1728-1809 changed the face of manufacturing in Bham.- Soho foundry- largest factory in the world at the time.</p> <p>James Watt-1736-1819 invented the steam engine- eventually used in factories for production lines</p> <p>The jewellery industry in Birmingham began in the early 16th century. In the year 1553 local goldsmith Roger Pemberton was registered as one of the first jewellers in Birmingham</p> <p>1824-John Cadbury opened his grocery shop selling drinking chocolate in bham With the help of his sons George & Richard, John Cadbury set up his factory which grew and was redeveloped in 1878 at the Bournville Location where it still trades today.</p> <p>In 1889 John Cadbury died but Cadbury's is one of the most recognisable brands in the world.</p>	<p>Islamic art was inspired by a range of different artistic forms and used geometric patterns, vegetal patterns and calligraphy.</p> <ul style="list-style-type: none"> - The golden age of Islam started in the 8th century. Baghdad's position on the Silk Road trade route meant that it was a wealthy and powerful place with skilled craftspeople and traders. Silk, perfume and pottery were just some of the luxury items people traded there.
<p>Disciplinary Concepts</p>	<p>Continuity and Change Identify why some changes between different periods of time have had more significant consequences than</p>	<p>Continuity and Change Identify why some changes between different periods of time have had more significant consequences than</p>	<p>Continuity and Change - Identify why some changes between different periods of time have had</p>



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	<p>others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p>Historical Significance Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally,</p>	<p>others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence - Examine in more detail the short and long-term causes of an event being studied. - Understand that some causes may be more significant than others and that some causes are less significant. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Similarities and Differences - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences.</p> <p>Historical Significance Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an</p>	<p>more significant consequences than others. - Start to categorise some types of changes into political, economic, social and technological. - Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence - Examine in more detail the short and long-term causes of an event being studied. - Understand that some causes may be more significant than others and that some causes are less significant. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Similarities and Differences - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences.</p> <p>Historical Significance - Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p>
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	<p>nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p>event using the following criteria: significant individually, regionally, nationally or globally. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p>- Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had</p>
<p>Historical Enquiry</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past;</p>	<p>Historical Interpretations - Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. - Select relevant sections of information to address historically valid questions and construct detailed, informed responses Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; Knowledge and Understanding of Events and People in the Past</p>	<p>Historical Interpretations - Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. - Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Chronological Understanding - Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Knowledge and Understanding of Events and People in the Past - Identify and note connections, contrasts and trends over time in the everyday lives of people. - Use appropriate historical terms, such as culture, religious, social, economic and political when describing the</p>



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	<ul style="list-style-type: none"> - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; 	<ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Substantive Concepts and Historical Vocabulary</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Substantive Concepts and Historical Vocabulary</p> <ul style="list-style-type: none"> - Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. - Start to recognise that some concepts, such as technology, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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	<ul style="list-style-type: none">- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;- plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history;- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.		
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Year 6	WW2	Maafa-Slavery	Ancient Civilizations-Mayans
<p>Substantive Concepts</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>	<p>colonisation, empire, enslavement, rebellion and resistance.</p>	<p>Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion</p>
<p>Substantive Knowledge</p>	<p>The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</p> <p>At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</p> <p>Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <p>Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</p> <p>The Holocaust was a time during the Second World War when millions of</p>	<p>Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</p> <p>Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</p> <p>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</p> <p>The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.</p> <p>The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</p> <p>In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.</p> <p>After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were</p>	<p>The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</p> <p>The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</p> <p>The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middle world and was large and flat. Above was the Upperworld and below was the Underworld.</p> <p>The Maya built cities, pyramids and ornate sculptures in the rainforest.</p> <p>The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</p>



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	<p>people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</p>	<p>compensated for the loss of their property. Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</p> <p>The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination. The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.</p>	<p>The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</p>
<p>Disciplinary Concepts</p>	<p>Continuity and Change Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had</p>	<p>Continuity and Change Identify why some changes between different periods of time have had more significant consequences than</p>	<p>Continuity and Change Identify why some changes between different periods of time have had more significant consequences than</p>



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	<p>more continuity. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. Address and devise historical questions about cause and consequence.</p> <p>Similarities and Differences Explain and give varied examples of</p>	<p>others. Understand and describe in some detail the main changes to an aspect of a period in history. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand and describe in some detail the main changes to an aspect of a period in history. Describe the causes and consequences of a significant event in history. Present a detailed historical narrative about a significant global event. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Similarities and Differences Explain and give varied examples of how life was similar and different in the past.</p> <p>Historical Significance Describe the growth of the British economy and the ways in which its growth impacted on British life. Articulate the significance of a historical person, event, discovery or invention in</p>	<p>others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p>
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	<p>how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences. Historical Significance Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had</p>	<p>British history</p>	
<p>Historical Enquiry</p>	<p>Historical Interpretations -show an awareness of the concept of propaganda; Historical Investigations -select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding - order an increasing number of significant events, movements and</p>	<p>Historical Interpretations Recognises a historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations. Know that historical sources can contain bias due to their historical context or the creator's background. Start to understand the difference between primary and secondary</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability;</p>



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	<p>dates on a timeline using dates accurately;</p> <ul style="list-style-type: none"> - accurately use dates and terms to describe historical events; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>evidence and start to question its reliability;</p> <p>Historical Investigations</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; <p>Knowledge and Understanding of Events and People in the Past</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>Presenting, Communicating and Organising</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; 	<ul style="list-style-type: none"> - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the
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		<ul style="list-style-type: none">- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	<p>everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history;
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