

EYFS	
<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe some events in detail.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Think about the perspective of others.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Begin to use the language of time e.g. a personal timeline/then and now</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Use simple words to talk about the passing of time.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Identify and talk about simple similarities and differences between things in the past and now, drawing on own experiences and what has been read in class.</li> <li>• Listen to and recall simple historical stories.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>

**Key Stage One**

Year 1		
Substantive Knowledge	<ul style="list-style-type: none"> <li>• There are different modes of transport for different reasons.</li> <li>• Transport can be powered in different ways.</li> <li>• Transport looks different now compared to the past.</li> <li>• There are different types of transport for different purposes.</li> <li>• Pupils will know why transport has developed over time.</li> <li>• Transport is constantly improving and developing into the future.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pupils should be able to identify the year the Great Fire of London occurred (1666)</b>, demonstrating an initial understanding of chronological sequence.</li> <li>• <b>Pupils should understand how the fire started</b> and be able to name the source of the fire (Thomas Farriner's bakery on Pudding Lane).</li> <li>• <b>Pupils should be able to describe at least three major effects of the fire</b> such as the destruction of homes, the displacement of people, or the reconstruction efforts following the fire.</li> <li>• <b>Pupils should be aware of the extent of the fire</b>, understanding that it spread quickly and engulfed a large part of the city.</li> <li>• <b>Pupils should recognise the Great Fire's influence on London's development</b>, including changes in building materials and improved fire safety measures.</li> <li>• <b>Pupils should appreciate the importance of the Great Fire in London's history</b>, recognising its significance as a turning point for urban development and fire safety.</li> </ul>
Year 2		

Substantive Knowledge			
	<ul style="list-style-type: none"> <li>• Pupils should be able to identify and discuss simple changes in animation technology and understand that these changes happened over time.</li> <li>• Pupils should recognise the development from black and white to colour animations and from silent films to those with sound.</li> <li>• Pupils should be aware of significant milestones in the history of animations and Disney</li> <li>• Pupils should be able to name and learn about Walt Disney, recognising their impact on how films were made or how stories were told.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the significance of the Battle of Hastings</li> <li>• Recognising the outcome and effects of the Battle</li> <li>• Recognise what a castle is and explain the basic reasons for their construction during William the Conqueror's time. Identify differences between early motte and bailey castles and the later stone keep castles.</li> <li>• Learning about the impact of Norman rule</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the significance of Hamza Yassin</li> <li>• Knowledge of Hamza Yassin's background</li> <li>• Exploration of Hamza Yassin's work</li> <li>• Yassin's Impact on public awareness</li> <li>• Identification of key values related to his work</li> </ul>

**Key Stage Two**

Year 3			
Substantive Knowledge			
	<ul style="list-style-type: none"> <li>• Pupils should have a chronological understanding of the Stone Age, Bronze Age, and Iron Age, and be able to place key events and developments in the correct period.</li> <li>• Pupils should be aware of the types of homes people lived in, the food they ate, and the tools and weapons they used during each age, noting advancements and changes over time.</li> <li>• Pupils should be able to identify and describe key artifacts from each period and understand their significance. They should have some understanding of the methods used by archaeologists to study the past.</li> </ul> <p><b><u>I Need A Hero!</u></b></p> <ul style="list-style-type: none"> <li>• Pupils should have a fundamental understanding of when key emergency services were formed in the UK, such as the Metropolitan Fire Brigade in 1866, the National Health Service in 1948, and the inception of modern policing with the Metropolitan Police in 1829.</li> <li>• They should be able to identify significant historical events that led to changes or improvements in the emergency services, for example, the Great Fire of London in 1666 influencing fire service development.</li> <li>• Pupils are expected to understand how and why emergency services have changed from their inception to modern times, noting advancements in technology and changes in society's needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should have a chronological understanding of the Roman Era, and be able to place key events, individuals and developments in the correct period.</li> <li>• They should know about Julius Caesar's attempted invasion in 55-54 BC</li> <li>• They should know about the Roman Empire by AD 42 and the power of its army</li> <li>• They should understand about the successful invasion by Claudius and the conquest, including Hadrian's Wall</li> <li>• They should have knowledge of the British resistance, for example, Boudica</li> <li>• They should be able to explain the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should understand the chronological framework of the Victorian era, identifying its place in British history from 1837 to 1901.</li> <li>• They should be able to describe the significant social, cultural, and technological changes that occurred during Queen Victoria's reign.</li> <li>• Pupils should develop an awareness of what daily life was like for different classes of people, from the wealthy elite to the working classes, including children.</li> </ul>

	<ul style="list-style-type: none"> <li>They should be able to compare and contrast historical and contemporary uniforms, vehicles, and equipment used by the emergency services, recognising improvements and the reasons behind these changes.</li> </ul>	
--	--	--

Year 4			
Substantive Knowledge	<ul style="list-style-type: none"> <li>Pupils should be able to place significant periods and events in the history of theatre within a chronological framework, including ancient Greek theatre, Roman theatre, medieval, Elizabethan, and more modern developments.</li> <li>Pupils need to understand the impact of societal and cultural developments on the evolution of theatre, recognising the difference in layout of theatres across the ages</li> <li>Acknowledge and discuss the changes from the 19th century to the modern-day, including the move from outdoor to indoor theatres, technological advancements, and the emergence of different genres and styles, such as musical theatre</li> <li>Pupils should be able to place Ancient Egypt in the correct chronological context, understanding where it fits in history relative to other historical periods they have studied such as the Stone Age, Bronze Age, and Iron Age.</li> <li>Pupils should have knowledge of everyday life in Ancient Egypt. This will encompass social hierarchy, the roles and jobs common in Ancient Egyptian society, and the importance of the Nile.</li> <li>Pupils should demonstrate knowledge of the pantheon of Egyptian gods and the significance of afterlife beliefs, which influenced their practices and the construction of tombs.</li> <li>should understand the significance of religious artefacts, including amulets, coffins, and the Book of the Dead, and what these reveal about Egyptian beliefs.</li> <li>Pupils should understand how the culture and inventions of Ancient Egypt have influenced our lives today, including in areas such as writing, with the development of hieroglyphs.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be able to place Ancient Egypt in the correct chronological context, understanding where it fits in history relative to other historical periods.</li> <li>Pupils should have a clear understanding of daily life in Ancient Greece, including housing, clothing, food, education, and the roles of men, women, and children. They should be able to compare these aspects with their own lives.</li> <li>Pupils should understand the concept of city-states, particularly the differences and similarities between two primary city-states: Athens and Sparta. They should recognise the types of government, economies, and social structures.</li> <li>Pupils should be able to identify key achievements and contributions of Ancient Greece in various fields such as democracy, philosophy, mathematics, and the arts. They should understand the enduring impact of these contributions on Western civilization.</li> <li>Pupils should demonstrate knowledge of Greek mythology, including gods, goddesses, and mythological creatures. They should understand the significance of mythology in daily life and in the cultural practices of the Ancient Greeks</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be able to place Anglo Saxons and Vikings in the correct chronological context, understanding where it fits in history relative to the other historical periods they have studied.</li> <li>Pupils should have a clear understanding of who the Anglo-Saxons were, including where they came from. They should be able to explain why these groups migrated to Britain and identify the regions of Britain where they established settlements.</li> <li>Pupils should be able to name and locate some of the early Anglo-Saxon kingdoms, such as Northumbria, Mercia, and Wessex.</li> <li>Pupils understand how and why the Vikings came to Britain.</li> </ul>

Year 5			
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Pupils should be able to identify when and where the Mayan civilisation existed, including an understanding of the Mesoamerican chronology, specifically the Classic Period of Maya civilisation.</li> <li>• Pupils must demonstrate knowledge of key aspects of Mayan society, including the class structure, language, role of religion, and the significance of cities like Tikal and Chichen Itza.</li> <li>• Pupils should show understanding of everyday life in the Mayan civilisation, including typical foods, clothing, roles and responsibilities of different members of society, and Mayan trading practices.</li> <li>• Pupils should be able to outline significant Mayan achievements such as their complex calendars, advances in agriculture, and architectural feats exemplified by their pyramids and cities.</li> <li>• They should recognise the contributions of the Mayans to mathematics and astronomy, including their use of the concept of zero and their celestial observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are expected to exercise critical thinking by comparing different sources of information regarding space travel, recognising how and why contrasting arguments and interpretations of space exploration have been constructed.</li> <li>• Pupils to construct a timeline that outlines the key events in the history of space exploration, including landmark events such as the launch of the first man-made satellite, Sputnik, in 1957, the first human spaceflight by Yuri Gagarin in 1961, and the Moon landing by Apollo 11 in 1969.</li> <li>• Pupils to identify and discuss significant space missions, such as the Apollo Moon landings and the Space Shuttle program, and recognise the contributions of pivotal figures like Neil Armstrong, Valentina Tereshkova, and Tim Peake to the field of space exploration.</li> <li>• Pupils to understand the technological advancements that have made space exploration possible, including the development of rockets, satellites, and space stations, and articulate how these technologies have impacted life on Earth (e.g., telecommunications, weather forecasting).</li> <li>• Pupils to demonstrate comprehensive knowledge of the solar system, including the names and characteristics of different planets, as well as an understanding of concepts like asteroids, comets, and the possibility of life beyond Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to place the Tudors in the correct chronological context, understanding where it fits in history relative to the other historical periods they have studied.</li> <li>• Pupils should have a comprehensive understanding of the Reformation, including the establishment of the Church of England and the dissolution of the monasteries.</li> <li>• They should recognise the impact that Tudor monarchs had on culture and society, including patronage of the arts and exploration, like the voyages of Christopher Columbus and Sir Francis Drake.</li> </ul>

Year 6			
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Pupils should be able to identify and describe significant sites in their locality that are related to the highwayman theme and events that may have taken place there e.g. Shooter's Hill</li> <li>• Pupils can explain the influence of local legends and oral accounts on our understanding of the highwaymen and how these figures have been perceived over time.</li> <li>• Pupils can place the local study within the wider context of British history, introducing where and how highwaymen fit into the story of crime and punishment in Britain</li> <li>• Pupils understand the impact and significance of highwaymen on society during the period they were most active, and discuss how this influenced law enforcement and transport</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are expected to identify and explain the reasons for changes in types of crime and punishment, understanding the complex factors that have influenced these changes throughout history.</li> <li>• Pupils should know about key events and significant individuals who influenced the rule of law, including how they have influenced the modern legal system of the UK, such as the development of police forces, and figures like Robert Peel.</li> <li>• Pupils should display an appreciation of the moral questions surrounding the rule of law, including discussions about justice, the purpose of punishment, and how society deals with criminal behaviour.</li> <li>• Pupils should compare the development of the rule of law in Britain with that in other societies, recognising the unique paths and shared principles of justice systems across different historical and cultural settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be able to identify and describe significant migrations that have shaped Britain, such as the arrival of the Romans, Anglo-Saxons, Vikings, Normans, Huguenots, Jews, Commonwealth citizens, and more recent EU migrants.</li> <li>• They should understand the causes of these migrations, including war, persecution, economic opportunity, and empire.</li> <li>• They should appreciate how migrants have contributed to key aspects of British life, including the National Health Service, industry, sports, and arts.</li> <li>• Pupils should understand the challenges and opportunities faced by migrants transitioning to life in Britain, including integration, assimilation, and retention of cultural identity.</li> </ul>

<ul style="list-style-type: none"><li>• Pupils should demonstrate a secure chronological understanding of the sequence of events leading up to the war, key events during the war, and the immediate aftermath.</li><li>• Pupils should be able to identify which countries were involved in World War II and how the war began</li><li>• They should understand how Adolf Hitler rose to power</li><li>• They should understand how World War II affected children in Britain</li><li>• They should be able to explain what propaganda was and why was it an important tool</li><li>• Pupils should have knowledge of significant campaigns and battles, such as Battle of Britain</li></ul>		
---	--	--