



'A people without the knowledge of their past history, origin and culture is like a tree without roots'

Marcus Garvey

Intent

At St Thomas a Becket, we intend to develop young historians and ignite children's curiosity about the past. Children will be taught substantive knowledge in these five areas:

1. Chronology and time-line (with associated key knowledge of significant events and people).
2. Empire, invasion and war
3. Monarchy, Hierarchy, power and democracy
4. Resistance and enslavement
5. Civilisation (citizen and culture), invention and ingenuity

Through **historical enquiry**, children develop an understanding of the history of South West England (from Stonehenge to life in contemporary Wiltshire), Britain and that of the wider world, including ancient civilisations.

Key to this is the children's understanding of the chronology of history and the overarching concepts of the subject:

- We teach **chronology** through the building and revision of a **mental time line** with historical periods taught in chronological order.
- Through **rich stories and meaningful examples**, we teach an understanding of how historians use **artefacts and evidence** to construct, challenge and test claims about the past.
- By studying history in periodic sequence, **cause and consequence** are understood as drivers of **continuity and change** over time.
- Reflecting on previously taught historical periods, allows children to develop an understanding of **similarity and difference** across time.
- **Significant people and events** are taught and learnt from a global, national and a local context (local being critical for the teaching of **meaningful and tangible exemplification**). Across all of our teaching of history, issues of **diversity and representation** are addressed.

In line with the **National Curriculum** 2014 our teaching aims to:

- Equip pupils with the skills, knowledge and understanding to: ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement,
- Deepen children's learning and enable them to make connections across historical time periods,

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- Support children to understand, with empathy, the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Develop their historical knowledge through a curriculum spiral which provides the building blocks of prior knowledge and ever deepening understanding.

Implementation

To ensure the highest standards of teaching and learning in history, we implement a sequenced, knowledge rich curriculum that is progressive and builds on prior knowledge and skills over time.

Substantive conceptual knowledge, such as monarchy, threads horizontally across year groups and vertically through the key stages. Children will build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. They will retain this knowledge because the focus on recurring concepts and vocabulary enables them to make connections between past and future learning.

In our small school setting, where class structures are necessarily flexible, we ensure that curriculum coverage remains rigorous and consistent. To achieve this, we have identified key knowledge for each year group, which forms the foundation of our curriculum planning.

Teachers plan with these knowledge expectations in mind, using a milestone approach to structure progression over time. This ensures that, regardless of the class configuration, all pupils secure the appropriate knowledge by key transition points:

- By the end of the Nursery/Reception/Year 1 class, children will have achieved all the key knowledge for Nursery, Reception, and Year 1.
- By the end of Year 3, pupils will have secured the knowledge outlined for Years 2 and 3.
- By the end of Year 6, pupils will have completed the full curriculum for Years 4, 5, and 6.

This flexible yet carefully structured model allows us to maintain high expectations and coherent progression for all learners, regardless of class organisation.

Resources

- Wiltshire Learning Resources (artefacts and topic books)
- Knowledge organisers
- Vocabulary word banks
- Visual and interactive timeline
- Map of the world and globe
- Displays and role plays

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Disciplinary knowledge

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>	Nursery Talk about what has happened in my week using 'tomorrow' and 'yesterday' Reception Order and sequence events using words relating to the passage of time, including yesterday, last week, before and then. Objects from the past can help us learn about the past	Ask and record answers to simple questions about the past using stories, sources or artefacts.	Show an understanding that artefacts and photographs are historical source materials that help us to form our knowledge of the past. Sort artefacts from then and now	Use a variety of resources ask and answer questions to find out about aspects of life in the past. Use key evidence from a range of sources to support judgements made about the past.	Understand the difference between a primary source and a secondary source and that sources can contradict each other. Communicate learning in the form of a short historical narrative.	Address and devise historically valid questions about change, cause, similarity and difference and significance. Make confident use of a variety of sources and independent research. Compare sources of information available for the study of different time periods Understand that the types of information available depend on the period of time studied.	Explain the impact of bias on sources and artefacts. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

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	EY	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	Reception Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Changes within living memory Events beyond living memory; the coronation, the jubilee, armistice day, Guy Fawkes The lives of significant individuals Local history	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by the Anglo Saxons and the Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor The achievements of the earliest civilizations. Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	A study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British History that extends beyond 1066. Changing power of monarchs A non-European society that provides contrasts with British history – Mayan Empire A significant turning point in British history – WW2			

Substantive Conceptual Knowledge (Revisited over time)

1. Chronology and time-line (with associated key knowledge of significant events and people).
2. Empire, invasion and war
3. Monarchy, hierarchy, power and democracy
4. Resistance and enslavement
5. Civilisation (citizen and culture), invention and ingenuity

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1. Chronology and time-line (with associated key knowledge of significant events and people)

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Core / Specific	Nursery: Know that the 'past' means time that has gone Reception: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling	Use words and phrases to describe the passing of time. Talk about their lives and lives of people they know Place objects and events in their life in time order. Understand ways we remember events in history (Firework night, Remembrance Day) Make comparisons between toys in the past and present. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. Talk about events and people beyond living memory.	Use historical terms to describe the passing of time (modern, recent) Sequence artefacts from different periods of time. <i>Begin to understand timelines (within lifetime)</i> <i>Use timelines linked to the history of the school.</i>	Talk with increasing accuracy and detail about events, places and people beyond living memory (Stone Age, Iron Age, Bronze Age, Roman empire) Place a range of objects, people and events beyond own experiences in time order on a timeline <i>Rome was a kingdom (753–509 BC) led by a king. Next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.</i> <i>Roman</i>	Talk with increasing accuracy and detail about events, places and people beyond living memory (Stone Age, Iron Age, Bronze Age, Roman empire) Use dates and historical terms to describe historical periods and make links to what has already been learnt (Stone Age, Iron Age, Bronze Age, Ancient Egypt, Roman Empire, Anglo-Saxons, Tudors) Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate and order dates of invasion and occupation. Give informed responses e.g. explain reasons for placing objects, people and events in a particular order	Know when the medieval era of Britain was and how this relates to previously studied historical eras Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history. Place civilisations and events on a timeline showing an understanding of the terms BC and AD.	Describe the key characteristics and features of a range of different periods of history (prior learning - Ancient Egypt. Ancient Maya and Ancient Greece) Compare and contrast features of historical periods identifying similarities and differences. Describe and analyse the impact of change within and between periods in the past. Develop a deeper understanding of crucial historical concepts of change, continuity and turning points Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.

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Vocabulary	yesterday tomorrow last week before then	first next finally Then Timeline	Before After Past History	Tier 3 Neolithic Mesolithic Palaeolithic prehistoric	Tier 2 Ancient Tier 3 Picts and Scots Anglo-Saxons Vikings Normans Ancient Egypt Root lithic – rock Prefix neo – new peleo – early/primitive meso – middle/half way	Tier 3 Minoan Mycenaeans Hellenistic Tier 2 unification Root	Tier 2 - unify - make into a whole Prefix uni - one
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2. Empire, invasion and war

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>	Explore significant events – Remembrance Day 11th November.	Know that significant events affect the lives of many people over a long period of time and are sometimes commemorated: • Armistice Day • Bonfire Night • Jubilee • Remembrance Day 11th November.	Know that the Gunpowder Plot happened because the plotters felt they were being treated unfairly because they were Catholics.	Describe how the Roman Empire grew over time and included countries in Europe, the Middle East and North Africa. Understand the impact of the Roman invasion of Britain (AD43) • Roman army • Roman conquest • Power struggles • Boudicca • End of Roman rule in Britain Describe different methods of defence used in the past. • Hillfort • Roman fortified town Recall reasons for the Roman withdrawal from Britain.	Know that England was invaded by different peoples in the early Middle Ages (Picts, Scots, Anglo Saxons and Vikings). Explain how the geography of Britain affected invading groups. Explain why the Anglo Saxons invaded Britain. Describe the first invasions by the Vikings. • First recorded invasion • Lindisfarne	Know how Alexander the Great expanded the Greek Empire	Explain the short and long term causes, events and consequences of the Second World War • Alliances • Nationalism • Militarism • Imperialism Understand the role of the British Empire in WWII. Explain how warfare developed and changed during the First and Second World Wars • Weaponry • Blitz • Battle of Britain Describe the influence of new inventions on warfare. Know key events of the Second World War Start and end dates Describe the legacy of the wars in the post war period. Understand how King John abused his power

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							and how this nearly led to civil war Understand the causes of the Second World War and how it started. How did events in WW1 contribute to WW2
Vocabulary	Remember Year	<i>Year Commemorate Celebrate Anniversary Festival</i>			Empire Invasion Hillfort		Rebellion Alliance Imperialist Invasion Empire War Conflict

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3. Monarchy, hierarchy, power and democracy

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>	Nursery: Know that Kings and queens are important/significant. Reception Some kings and queens are real people and some are characters in stories. <i>(Explore and talk about pictures, stories and information books on the theme of royalty.)</i>	A monarch is a King or Queen – King Charles III is the current monarch of the UK. Be aware of different palaces – Buckingham Palace, Taj Mahal, etc Know and talk about significant monarchs and people, • Queen Elizabeth II • Queen Elizabeth I • Queen Victoria • King Charles III	Know that the King used to live at the Houses of Parliament and now they are used to house our Government Recognise how hierarchy organises people according to how powerful they are.	Describe Ancient Rome's hierarchy: • Emperor or senator • upper class, patricians, freemen and slaves Emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish. To know that there were three different types of rule in Ancient Rome: • kingdom • empire • republic	Explain the hierarchy structures in Ancient Egypt • Ruler Officials • Nobles or priests • Merchants • Workers • Peasants or slaves Explain the significance of city states in ancient civilizations.	Understand democracy and rule in Ancient Greece, and the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. - Cleisthenes, Pericles (democracy) Describe the significance, impact and legacy of power in ancient civilisations. Know that medieval justice was loaded in favour of those who were rich and powerful Know that medieval justice used fear of consequences to prevent people committing crimes	Explain how the misuse of power and poor leadership caused these aspects of civilisation to decline. Understand and explain how various factors influence democracy and rule across empires, e.g: • Invasion • Oppression of groups of people • New religious or political ideologies. • Rebellion. Explain how different countries gained power and status through colonisation. Know what the feudal system was in Great Britain and how it organised society into groups Know who King John was and why he was important in Medieval Britain Know what the Magna Carta is, where the remaining copies are and how this relates to

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							our local area – Salisbury Cathedral and the impact the Magna Carta has had on British history Understand how powerful medieval kings were before the Magna Carta Understand how the feudal system impacted the lives of people in Medieval Britain
Vocabulary	Queen King Prince Princess Crown throne Castle	Monarch Queen King Country Palace	Government Monarch Parliament	Hierarchy Tribal Empire Kingdom Republic Boudicca	Emperors Hierarchy Senate Civilisation Ruler Rebellion	Feudal System Parliament Revolt Villein Serf Noble	Merchant Bishop Chivalry Empire Reign

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4. Resistance and enslavement

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Core / Specific	<i>(Links to PSHE about rules and being treated fairly)</i> <i>(PSHE learning about Rights and responsibilities and British values).</i>	Know important individuals who have made great discoveries and whose actions impacted the world and British History – Neil Armstrong	Know important individuals who have made great discoveries and whose actions impacted the world and British History – Martin Luther King, Rosa Parks, Neil Armstrong Know that Rosa Parks was Black and, in 1955, she was asked to give her seat up on the bus for a white person, but she refused. Know that Rosa Parks' actions led to the Bus Boycott, where people refused to use the buses. Know that the actions of Rosa Parks helped to make the lives of Black people easier, but racism still exists today.	Know and describe how individuals have made great discoveries and how their actions impacted the world and British History: Boudicca Know slavery existed during Roman Britain. Describe and explain how individuals have made great discoveries and whose actions impacted the world and British History.	Explain the reasons why groups of people were enslaved during war/invasion. Understand how groups of people resisted invasion: Paying Danegeld	Understand how the growth of prisons and the police force contributed to change in justice throughout the 19th century Evaluate whether the way we catch and punish criminals has changed over the past 100 years Describe and explain the consequences of how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Construct informed responses to explain why individuals are significant e.g. made great discoveries and whose actions impacted the world and British History. Construct informed responses that use thoughtful selection of relevant historical information to explain how individuals have made great discoveries and whose actions impacted the world and British History. Explain how the British economy benefitted between the 16th and 19th centuries due to Britain's involvement in the slave trade.
Vocabulary				Rebellion Resistance	Danegeld	Revolt Rebellion Peasants Serf Villein	Colonisation Emancipation Enslavement Indigenous Maafa

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						Chattel slavery Abolitionist	Plantation
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5. Civilisation (citizen and culture), invention and ingenuity

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>	Nursery Label their immediate environment Reception Describe their immediate environment using knowledge from observations, discussions and story texts, non-fiction texts.	Explain important events in the history of their school (opening, new teachers, special visitors, changes to buildings. Explain how buildings, monuments and photographs can tell us about significant people, events and places in our community's history. Describe why these buildings, monuments and photographs are important.	Know that the spacecraft was called Apollo 11 and Neil Armstrong was the first person to step foot on the moon. Know that the Moon Landing happened in 1969. Know that the Moon Landing changed the world forever by showing that it was possible to go to space. Know that no one has been to the moon since 1969.	Talk about and describe the features of life in Stone Age, Iron Age and Bronze Age Britain • Chronology • Everyday life • Tools • Settlements • Monuments • Significant figure • End of period in history (Stonehenge, Skara Brae, Cheddar Man, Amesbury Archer) Describe life in Ancient Rome • Everyday life • Founding of Ancient Rome • Rule in Rome • Growth and expansion of the empire • Emperors Describe the Romanisation of Britain • Roman Roads • Roman towns • Invention and ingenuity • Romano British Culture	Describe the impact of the Anglo Saxons on Britain • Anglo Saxon Kingdoms • Sutton Hoo Anglo Saxon Monasteries • Everyday life in Anglo Saxon Britain • Legacy Describe the importance of King Alfred Explain the meaning of the word civilization. Describe the following about Ancient Egypt: • Development of the civilisation and geographical significance • Everyday life • Hierarchy and rule • Food and Farming • Invention	Describe everyday life and culture in the following periods of Greek history • Language • Settlements • Trade Know about Greek Gods and Goddesses and how they influenced people's decisions. Describe Greek influence on the world • Medicine • Philosophy • Mathematics • Olympic Games • Art and culture • Religion Describe the impact of the industrial revolution. Understand what life was like in Medieval Britain for ordinary people Describe life in Victorian Britain • Crime and punishment • Rich and poor	Describe everyday life and culture in the following periods of Mayan history • Language • Settlements • Trade Explain the impact of war on everyday life • Food shortages • Changing roles of men and women • Damage to property • Changing beliefs, way of life and identity Understand the meaning of the words crime, justice and punishment and what these mean today Understand the role of the village of Imber and explain how this impacted on the Salisbury Plain area Understand the importance of the Kennet and Avon canal in supporting transport during WW2

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				• Romanisation in local area • Roman withdrawal Roman Baths, Ivory Bangle Lady) Know the impact of Henry VIII breaking away from the Catholic Church on wider society and subsequent history. Suggest how children's lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Identify diseases from the past and discuss how effective the treatments were.		• Slums Know what crime and punishment was like during the English Civil War Understand how and why crime and punishment has changed over the years Build on prior knowledge of Saxon crime and punishment Understand the significance of the Bloody Code in the 18th century	
Vocabulary	Change Different Same			Tier 3 Nomadic Stonehenge Romanisation	weapon Root settle – come to rest	Democracy Philosopher Civilisation Empire	Industrial revolution Social reformer Workhouse Victorian

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				Tier 2 settlement effective efficient hunt gather	Suffix -ment – suffix of nouns action of doing something or the result of an action Conquer Civilisation		
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