

EYFS- KS3 Progression of Substantive and Disciplinary Knowledge

EYFS	Unit	Substantive Knowledge	Disciplinary Knowledge
	Understanding the World	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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. • There are differences between pictures of historical times and now <p>Power, empire and democracy</p> <ul style="list-style-type: none"> • We can choose to join in with a bully or to tell a teacher <p>Community and family</p> <ul style="list-style-type: none"> • My family lives within our local community <p>Quest for knowledge</p> <ul style="list-style-type: none"> • We go to school to learn new things 	<p>Causation</p> <ul style="list-style-type: none"> • My actions can make something happen (e.g., pull a chair). <p>Change and Continuity</p> <ul style="list-style-type: none"> • We can describe changes in the world around us (e.g., seasons). <p>Similarity and Difference</p> <ul style="list-style-type: none"> • Consider how my life is different and similar to others in my class. <p>Historical Evidence</p> <ul style="list-style-type: none"> • Use historical photographs of our local area. <p>Chronology</p> <ul style="list-style-type: none"> • Give my age as a number of years.
Year 1	Unit	Substantive Knowledge	Disciplinary Knowledge
	<p>Autumn</p> <p>What was lifelike for people in the past?</p> <p>An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time.</p> <p>Local link: Local walk</p>	<ul style="list-style-type: none"> • Living memories are the times that can be remembered by people who are alive today • A family tree shows the relationships between different generations in a family • Communication/schools/toys is/are different now (the present) and before now, in living memory (the past) <p>Community and family</p> <p>My local community was different for families at different times in history</p>	<p>Change & continuity</p> <ul style="list-style-type: none"> • Historians can describe changes that have happened over time <p>Historical evidence</p> <ul style="list-style-type: none"> • History is the study of humans who lived in the past • Historians learn about the past by interpreting sources <p>Chronology</p> <ul style="list-style-type: none"> • Use vocabulary like now, then, before, after, and a long time ago • Historians place events in the order in which they happened • State whether a source shows life in the past or in the present.
	<p>Spring</p> <p>How did people travel in the past?</p> <p>The development of transport by land,</p>	<ul style="list-style-type: none"> • We can travel in many ways today, by land, sea, air and space • Transport options have been different during living memory • People in the past could travel less far than we can today • The Wright brothers invented the plane and Bessie Coleman was the first black woman to gain her pilot's license 	<p>Historical significance</p> <ul style="list-style-type: none"> • Historians choose to study people or events in the past because they resulted in change <p>Change & continuity</p>



	sea, air and space and the roles of key individuals	<ul style="list-style-type: none">Robert and George Stephenson developed the 'Rocket', one of the first steam trainsHenry Ford developed the assembly line, a new way of making cars that made them affordable for everyoneThe Montgolfier brothers invented the hot-air balloon, and Elizabeth Thible was the first woman to fly one <p>Community and family</p> <ul style="list-style-type: none">In the past, communities were smaller because people could not travel so far	<ul style="list-style-type: none">Some changes happen more quickly than others. The world is changing more quickly in more recent historyRecognise that the world has changed, and that it has not always been how it is now. <p>Chronology</p> <ul style="list-style-type: none">Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human historyChronology: State whether a source shows life in a more or less recent time than another
	Summer Where did people live in the past? How homes looked different in the past, using pictures and videos	<ul style="list-style-type: none">Our homes are made of lots of different materials. They have lots of different featuresHomes look different at different times in history, including in living memoryThe Blitz in World War II destroyed many homes, and so lots needed to be rebuilt quickly. Airey Homes are similar to homes we see today and could be built very quickly.Before our great-grandparents were born, lots of people moved to cities to work in new factories. Homes were very cramped and dirty, and were called back-to-back housesBefore that, most people lived in rural areas, in cottages with just two or three rooms. In the small towns, homes were cramped and jettifying was used to give people more spaceBefore that, motte-and-bailey castles were built to protect peopleA very long time ago, people lived in small villages, in roundhouses with just one room. <p>Quest for knowledge</p> <ul style="list-style-type: none">People's homes were limited by the materials and the technology that were available.It took a long time for the knowledge that we have today to develop	<p>Causation</p> <ul style="list-style-type: none">Things happen because something causes them to happen
Unit		Substantive Knowledge	Disciplinary Knowledge

	<p>Autumn Local history: community & family</p> <p>Exploring how our community has changed over time through one lens like food or music.</p>	<p>Community and family</p> <ul style="list-style-type: none"> Exploring how our community has changed over time through lens like food and buildings 	<p>Chronology</p> <ul style="list-style-type: none"> Place a small selection of sources in order, from most to least recent <p>Historical evidence</p> <ul style="list-style-type: none"> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources
	<p>Spring Great Fire of London</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London.</p>	<ul style="list-style-type: none"> In London in the 1660s, life was different, and the Great Plague was disrupting people's lives Samuel Pepys' diary tells us that London in the 1660s was dirty and busy, and was locked down because of the Great Plague The Great Fire of London started in a bakery in Pudding Lane The Great Fire of London spread quickly because houses were built close together, were made from flammable materials, and there was no fire service to help put it out People used buckets of water from the river Thames to eventually put out the fire After the Great Fire of London, building regulations were introduced, a fire service was established, and parts of the city were rebuilt with better hygiene There is a monument to the Great Fire of London standing in London today <p>Power, empire & democracy</p> <ul style="list-style-type: none"> The King or Queen in England has power to make new rules or laws 	<p>Historical significance</p> <ul style="list-style-type: none"> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today <p>Causation</p> <ul style="list-style-type: none"> Things happen as a result of causes. Some things have lots of causes Causes can be long-term conditions or short-term triggers <p>Interpreting evidence</p> <ul style="list-style-type: none"> Use a range of sources to make inferences about the past.

Year 3	<p>Summer</p> <p>Comparison of explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins.</p>	<ul style="list-style-type: none"> • Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold. • Michael Collins was an American man who lived sometime after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot. • Sacagawea joined the Lewis & Clark expedition to explore and make maps of North America. • Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race. • Sacagawea made many contributions to her expedition, including translating Shoshone and finding food. • Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely. • Sacagawea was not celebrated at the time of the expedition but has been celebrated since. • Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today! <p>Community & family</p> <ul style="list-style-type: none"> • People in history lived in communities that look different to ours today <p>Quest for knowledge</p> <ul style="list-style-type: none"> • Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<p>Similarity & difference</p> <ul style="list-style-type: none"> • Similarities and differences exist between two individuals who lived in the past
	<p>Unit</p> <p>Autumn European history: Prehistoric Britain</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Prehistory refers to the study of humans before there was writing • Prehistoric Britain is split into the Stone Age (Paleolithic, Mesolithic, Neolithic), Bronze Age and Iron Age • Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period • The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated • The lack of written sources means that it is difficult to know what people believe • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important • Stonehenge and other stone circles are made of sedimentary and igneous rocks • Burials suggest that people believe in an afterlife, and reflect the lives they lived 	<p>Disciplinary Knowledge</p> <p>Historical evidence</p> <ul style="list-style-type: none"> • Archaeology is the branch of history that deals with the remains of human life • There are limits to what historians can learn from any collection of sources

		<p>Community & family</p> <ul style="list-style-type: none">In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves <p>Quest for knowledge</p> <ul style="list-style-type: none">Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today	
Spring 1 African history: Ancient Egypt	<p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.</p>	<ul style="list-style-type: none">An empire is a group of countries or places ruled by one personAn autocracy is a system of government where one person or one group can rule exactly as they want too foreverAncient Egypt was an empire, led by an autocratic pharaohAncient Egyptians believed that the pharaoh was half man, half godMummification preserved bodies for the afterlife, the Field of ReedsEgyptians built pyramids to honour the pharaoh (half man half god)Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generationsThe Great Pyramid was made mostly of sedimentary rockPharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some pointsThe Nile is a river that flows through Egypt and other countries in Africa <p>Power, empire & democracy</p> <ul style="list-style-type: none">Different places have different systems of government. Some can be autocratic<ul style="list-style-type: none">Empires are large areas of land that are controlled by one person or group of peoplePeople get their power in different ways. For example, some are powerful because they have divine status, i.e., seen as half man or half god; some are rich; some have powerful armies	<p>Causation</p> <ul style="list-style-type: none">Some things that have lots of causes that are connected in some way <p>Historical evidence</p> <ul style="list-style-type: none">Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically
Summer 1 European history: Ancient Greece	<p>The contributions made by the city-states of Ancient Greece, and how</p>	<ul style="list-style-type: none">A city-state is a city and the surrounding land that has its own government and identityA civilization is a group of people and their society, culture and way of life.Ancient Greece was not an empire, but was made of lots of city-states like Athens and SpartaDemocracy is a system of government where everyone has a say	<p>Similarity & difference</p> <ul style="list-style-type: none">Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences <p>Chronology</p> <ul style="list-style-type: none">Use vocabulary like decade and century

	these are influence our lives today.	<ul style="list-style-type: none"> Athens developed a democracy, which was more limited than ours today Ancient Greeks used skills in architecture to build temples to honour their gods Architectural orders include Doric, Ionic and Corinthian, and these influences can be seen in our buildings today Ancient Greeks believed in multiple gods and wrote myths The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy The Ancient Greeks borrowed and built on the ideas of other civilizations like those in Ancient Sumer and Ancient Egypt <p>Power, empire & democracy</p> <ul style="list-style-type: none"> Some places have a democracy. Not all democracies are the same. The UK has a democracy 	
Year 4	Unit	Substantive Knowledge	Disciplinary Knowledge
	<p>Autumn</p> <p>North American history:</p> <p>Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians.</p>	<ul style="list-style-type: none"> The Maya civilisation flourished from 250 to 800. It declined after that, but descendants of the Maya live in Central America today The Maya lived in city-states ruled by kings The relationships between city-states in Maya civilisation were different to those in Ancient Greece Maya worshipped multiple gods who were each responsible for something Ancient Maya sacrificed animals and sometimes humans to honour gods Maya built step-pyramids and temples to honour gods Ancient Greeks and Maya developed number systems (base 10 and 20 respectively), but the Maya developed the concept of zero <p>Quest for knowledge</p> <ul style="list-style-type: none"> Different civilisations across the world developed similar knowledge independently 	<p>Similarity & difference</p> <ul style="list-style-type: none"> Historians can consider the similarities and differences between people in two different civilisations from the past <p>Chronology</p> <ul style="list-style-type: none"> Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000) Place dates [AD only] on a timeline
	<p>Spring</p> <p>Asian history:</p> <p>Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science,</p>	<ul style="list-style-type: none"> The Early Islamic Civilisation began with the founding of Islam by the Prophet Mohammad in 610 The Early Islamic Civilisation was an empire, led by the caliph. The Early Islamic Civilisation stretched across Eastern Europe, Northern Africa and Western Asia The people of the Early Islamic Civilisation were connected by their common identity and religion, not always geographical (political) boundaries Baghdad was founded in 762 and became the capital city, and it was strategically designed 	<p>Historical significance</p> <ul style="list-style-type: none"> Historians can set their own criteria for what they consider to be significant, and why it should be studied Political maps have changed over time <p>Chronology</p> <ul style="list-style-type: none"> Convert between a year and a century



	<p>maths, medicine and technology.</p>	<ul style="list-style-type: none">Knowledge and wisdom is central to Islam, and the House of Wisdom collated the knowledge of many societies and welcomed scholars of all backgroundsEarly Muslim doctors and surgeons introduced key principles of medicines including holistic treatments, free hospitals and learning from each otherAl Khwarizmi was a mathematician who gave us the word 'algebra' and introduced the numbers 0-9 into EuropeIbn Al Haytham proved that humans see when light enters the eyeIn 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost. <p>Quest for knowledge</p> <ul style="list-style-type: none">Knowledge was developed and shared across different civilisations across many continentsDifferent civilisations place different values on knowledge and scientific development than others <p>Community & family</p> <ul style="list-style-type: none">Communities can be brought together by geographical location, or by a shared identity	
	<p>Summer European history: <i>Local History</i></p> <p>Why is the Manchester Ship Canal famous today?</p> <p>How has the Manchester Ship Canal been important in our community? How has migration shaped our community?</p>	<p>Quest for knowledge</p> <ul style="list-style-type: none">What technological advances did an individual make? What does this landmark show about people's religious beliefs? <p>Community and family</p> <ul style="list-style-type: none">How has our community been built around this local feature? <p>Power, empire and democracy</p> <ul style="list-style-type: none">How was this individual powerful in our community? How did this landmark help an individual keep control? How did this natural resource help our community develop?	<p>Historical evidence</p> <ul style="list-style-type: none">Use historical maps or photographs in a plan viewLocal history archives can be an invaluable source of information for historians
> ① ② ③ ④	Unit	Substantive Knowledge	Disciplinary Knowledge

	<p>Autumn European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently.</p>	<ul style="list-style-type: none"> • Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until the collapse in AD 476 • At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa • Ancient Rome was governed by kings, a republic, a dictatorship, one empire and then two empires • The head of state remained the most powerful person in Rome, and he was autocratic • Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) • The imperial cult elevated emperors to having a god status • Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs • Early Roman science borrowed from civilisations around it • Roman science and technology - like roads and medicine - was needed more and more as the empire expanded • Slavery is a system where people are owned by other people. Slaves are forced to work for no money • The Romans owned slaves, like the Greeks and the Egyptians before them • Roman slaves were the poorest people in society or prisoners of war. Roman slavery was not based on race or ethnicity <p>Community & family</p> <ul style="list-style-type: none"> • Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth 	<p>Change & continuity</p> <ul style="list-style-type: none"> • Changes do not follow one trajectory • Changes can take place gradually (evolution) or rapidly and completely (revolution) <p>Similarity & difference</p> <ul style="list-style-type: none"> • Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics <p>Chronology</p> <ul style="list-style-type: none"> • Recognise and use AD/BC and BCE/BC accurately
	<p>Spring European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia.</p>	<ul style="list-style-type: none"> • Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 • Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal • The Romans kept control using physical power, including disciplined armies, forts, roads and walls • The Romans had institutional and economic power by allowing native tribe chiefs to continue in their roles as long as they submitted to and collected taxes on behalf of the emperor • The Romans had informal power, as 'Romanisation' meant Roman culture and customs spread through British towns 	<p>Causation</p> <ul style="list-style-type: none"> • Causes can be categorised as economic, physical, institutional, social, environmental or others • Historians can argue that one cause is more important than another <p>Historical evidence</p> <ul style="list-style-type: none"> • Historians cross-reference sources in order to build confidence <p>Chronology</p> <ul style="list-style-type: none"> • Use vocabulary like decade, century and millennium

		<ul style="list-style-type: none"> The story of Boudica's revolt, AD 60, exemplifies how all these different types of power came together to defeat Britons Intellectual power - literacy in particular - allowed Romans to communicate quickly and to write their own versions of history <p>Power, empire & democracy</p> <ul style="list-style-type: none"> Drivers of power can be categorized into institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). 	
	<p>Summer</p> <p>Global history:</p> <p>Quest for knowledge</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.</p>	<ul style="list-style-type: none"> Homo sapiens first lived in East Africa ~200,000 BC and migrated across the world over thousands of years Oral tradition is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word Ancient civilisations had many similarities with each other (e.g., irrigation, writing, numbers) and made many developments Civilisations in history often built upon others' ideas The Scientific Revolution prioritised the scientific method in Europe, and organisations like the Royal Society formalised knowledge The heliocentric model, first put forward by Aristarchus of Samos and Aryabhata, was published again by Copernicus in 1543. This replaced the mainstream geocentric model Europeans believed that their knowledge was superior to the traditional knowledge of indigenous people, and took over many places across the world Indigenous peoples fought to resist the Europeans and maintain their traditional knowledge <p>Quest for knowledge</p> <ul style="list-style-type: none"> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world 	<p>Historical significance</p> <ul style="list-style-type: none"> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence <p>Change & continuity</p> <ul style="list-style-type: none"> Changes do not always mean progress
Year 6	Unit	Substantive Knowledge	Disciplinary Knowledge
	<p>Autumn</p> <p>European history:</p> <p>Settlement by Anglo-Saxons</p>	<p>Quest for knowledge</p> <ul style="list-style-type: none"> Christianity was brought to England by the Romans, but it did not take hold until long after they left England. Conversion from traditional beliefs to Christianity was a long process. 	<p>Historical evidence</p> <p>Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating</p>

	<p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons.</p>	<ul style="list-style-type: none"> Despite this period previously being known as 'the Dark Ages', archaeological finds show that the Anglo-Saxons were great craftsmen. <p>Community and family</p> <ul style="list-style-type: none"> The term 'Anglo-Saxons' refers to the period of English history AD 410-476 and includes the history of a diverse group of people who migrated to England at this time. Sutton Hoo is an archaeological site discovered in 1939. <p>Power, empire and democracy</p> <ul style="list-style-type: none"> Anglo-Saxon England was ruled by kings who constantly competed for power. 7 kingdoms became 5; 5 became 3 until England was united under one king. Archaeological evidence shows how the Anglo-Saxon kings presented as powerful men. 	
	<p>Spring European history: Viking invasions</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.</p>	<ul style="list-style-type: none"> The Vikings were groups of people from Scandinavia who were most powerful in 9th and 10th centuries The Vikings were warriors, but archaeological evidence suggests that the size and ferocity of Viking forces has been exaggerated The Vikings were skilled craftsmen and had an extensive trade network The Vikings participated in a slave trade Evidence shows that the Vikings migrated to and settled in Britain The Vikings had elements of democracy including 'things' Vikings occupy a significant place in our popular culture, and there have been many different interpretations of them The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when <p>Community & family</p> <ul style="list-style-type: none"> Slaves could be taken from different communities based on their race, ethnicity or gender 	<p>Causation</p> <ul style="list-style-type: none"> Historians interpret primary and secondary sources and build arguments to explain the causes of events
	<p>Summer Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today.</p>	<p>Power, empire and democracy</p> <ul style="list-style-type: none"> The British Empire grew from the sixteenth century and, at its peak, ruled a quarter of the world's land The British Empire substantially changed the lives of the people it colonised, without giving people any choice The British maintained control of its colonies with physical, economic, institutional, intellectual and informal power (case studies of India and South Africa) The British Empire declined after the world wars, and countries such as India and Kenya gained independence after prolonged independence movements 	<p>Historical significance</p> <ul style="list-style-type: none"> What historians consider to be significant is different to different people at different places and times <p>Historical significance</p> <ul style="list-style-type: none"> We, as historians, can recognise reasons why we are studying something in a particular place or time

	<ul style="list-style-type: none"> The Windrush generation are people who arrived from Commonwealth countries 1948-71. Many were victims of racial discrimination The British civil rights movement in Britain gained momentum in the 1960s with the Notting Hill Race Riots, the Bristol Bus Boycott and Trial of the Mangrove Nine The Race Relations Act of 1965, 1968, 1976 made racial discrimination illegal Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power <p>Quest for knowledge</p> <ul style="list-style-type: none"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it 	
KS3 Curriculum		
<p><i>Pupils should extend and deepen their <u>chronologically secure knowledge</u> and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify <u>significant events</u>, <u>make connections</u>, <u>draw contrasts</u>, and <u>analyse trends</u> within periods and over long arcs of time. They should use <u>historical terms and concepts</u> in increasingly sophisticated ways. They should pursue historically valid <u>enquiries</u> including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and <u>interpretations</u> of the past have been constructed.</i></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the development of Church, state and society in Medieval Britain 1066-1509 ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day a local history study the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 (builds on political power in the Stone Ages) at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century] <p>Pupils should understand historical concept such as: change and continuity, causation and similarities and differences. They should also have a historically grounded understanding of abstract terms such as empire and civilisation.</p>		
Vertical Concepts		Disciplinary Knowledge
<p>Quest for knowledge</p> <ul style="list-style-type: none"> Recognising and debating issues around 'decolonising' the curriculum and western institutions 		Causation

Community and family

- Issues of modern slavery that remain in the world today

Power, empire and democracy

- Understanding how power is legitimised and wielded in different contexts and how this changes over time.

- Understanding the historiography of causation; historians' arguments are always informed by the time and place in which they live(d).

- Change and Continuity

- Consider the nature, pace and extent of change over time, and how interpretations of these changes have also changed.

Similarity and Difference

- Make decisions about when and how it is appropriate to generalise or group individuals

Historical Evidence

- Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations.
- Analysing a wide range of sources in increasingly creative ways.

Chronology

- Describe historical periods or events using any date, and millions of years ago

Historical Significance

- Historical significance is not fixed or ascribed but is a social and cultural process that historians need to be mindful of.