



**At High Bank Junior, Infant and Nursery  
we are all Historians**



**‘A people without the  
knowledge of their past  
history, origin and culture is  
like a tree without roots.’  
Marcus Garvey (1887-1940)**

**History Curriculum – Substantive Knowledge**

**At High Bank, we value History.**

**WE ARE ALL HISTORIANS**

A High-quality History education should inspire in pupils a curiosity and fascination of the world and its people that will remain with them for the rest of their lives

The intent of our History curriculum is to deliver learning that is accessible to all pupils so that they increase and develop their historical skills and knowledge by embracing challenge, learning together and achieving together. Our History curriculum is studied in chronological context across school to build on previous learning. The common themes of: childhood, clothing, homes, food, law and order, enable pupils to compare historical periods. Local history studies foster a sense of belonging to our community and studies of non-European ancient civilisations develop children’s understanding of the world.

Year Group	Title	Historical Enquiry Question(s)	National Curriculum focus
Early Years	All About Me: Ourselves, Homes and Families	How have I changed since I was a baby? What can I do now that I could not do when I was born? Who is in my family?	<b>Early Years learning is child centred and led by their questions and interest in a unit of study. The Early Learning Goals form the progress of children to the end of our Reception class.</b>  Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society;
	All that glitters! Festivals and celebrations	Who was Guy Fawkes? When do we remember him?	

**Substantive Knowledge Progression EYFS, KS1 and KS2**

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			<ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>Year 1</b>			
	Rogers Hargreaves: Through the Keyhole	Who was Roger Hargreaves? Why is he special to our local area?	Significant historical events, people and places in their own locality.
	Remember Remember!	What was the Gunpowder Plot and how do we remember it? Who was Guy Fawkes and why do we remember him? Why do we wear poppies in November? What is Remembrance Day?	The lives of significant individuals in the past who have contributed to national and international achievements.  Events beyond living memory that are significant nationally or globally.
	Danger at Sea	Why was Grace Darling a heroine?	The lives of significant individuals in the past who have contributed to national and international achievements.  Events beyond living memory that are significant nationally or globally.
	Toys through the Ages	What was life like when my grandparents were alive? How have toys changed over the years?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
	We're all going on a seaside holiday!	When did a seaside holiday become popular in Great Britain? How have holidays changed over time?	Events beyond living memory that are significant nationally or globally.
<b>Year 2</b>			
	London's Burning!	Did the Great Fire of London make London a better or worse place to live? How did the King's actions impact the event?	Events beyond living memory that are significant nationally or globally.
	Angels of the Crimea: Florence Nightingale and Mary Seacole	Who were Florence Nightingale and Mary Seacole and what did they do? Why are they remembered?	The lives of significant individuals in the past who have contributed to national and international achievements.

**Substantive Knowledge Progression EYFS, KS1 and KS2**

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		Are they both remembered in the same way?	Events beyond living memory that are significant nationally or globally.
	Megastructures	What is a megastructure? How have our local megastructures changed our locality?	Significant historical events, people and places in their own locality.
	The Life of Christopher Columbus	Why do historians call 1492 a turning point in history? What impact did Christopher Columbus's voyage have on the world?	The lives of significant individuals in the past who have contributed to national and international achievements.
<b>Year 3</b>			
	The Stone Age	What was new about the new Stone Age?	Changes in Britain from the Stone Age to the Iron Age.
	From Bronze to Iron	Which was more impressive the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age.
	The Luddites: Local Heroes	What impact did the Luddites have on our local area? Should we preserve our heritage?	A local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)
<b>Year 4&amp;5</b>			
	Ancient Egyptians	How much did the Ancient Egyptians achieve? How much did Ancient Egypt change over time?	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared & a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
	The Excellent 80s	How did Britain change during the 80s? How did our locality change during the 80s? What impact did Britain have on the world during this time?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British History - changes in an aspect of social history
	The Romans	What happened when the Romans came to Britain? How did Rome become so powerful? What changed in Roman Britain?	The Roman Empire and its impact on Britain.

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		What can sources reveal about Roman ways of life?	
<b>Year 5&amp;6</b>	The Struggle for the Kingdom: the Anglo Saxons and Vikings in Britain	Who were the Anglo Saxons? Who were the Vikings? What is mean by 'struggle'? What impact did Alfred the Great have? What events comprised the struggle? Who was Edward the Confessor?	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Benin 900-1300AD	What was the empire of Benin? What does Benin art tell us about the society? What contributed to the decline of the empire?	A non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.
	Britain since 1948	How did Britain and its society change after WW2? What social changes occurred during this period? How did our locality change?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British History - changes in an aspect of social history
<b>Cause and Consequence</b>	Cause and consequence Change and continuity Similarity and difference Source and evidence	Historical interpretations Chronological understanding Defining characteristics	
<b>Threads of Learning</b>	Society and legacy Exploration and empire Invasion and settlement Monarchy and politics		

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<b>Cycle currently not used Y4&amp;5</b>	Pisa, Pizza and Painters: a study of Italy	What did the Romans leave behind? How does Britain compare to Italy?	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
	Raiders, Traders, Invaders? The Vikings	Were the Vikings really vicious? How did the Vikings change England? How did Christianity change as it travelled?	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
	Incredible Inventors	How do inventors change the world?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
	A Peek at the Greeks: Ancient Greece	What can historians learn from the sources from Ancient Greece? What did Greek city-states have in common?	Ancient Greece – a study of Greek life and achievements and their influence on the western world.

<b>Cycle currently not used Y5&amp;6</b>	Bombs Over Britain: World War 2	How did World War 2 impact Britain?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain).
	Spirit of the Titanic	How did the unsinkable sink? How did the sinking of the RMS Titanic change maritime law?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century).
	Crime & Punishment	How has the punishment of crimes changed over time?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century).

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	Mysterious Maya	What did the Maya bring to the world? How do we know about the ancient civilisations of central America?	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
	'We are not amused': The reign of Queen Victoria	What impact did the reign of Queen Victoria have on the world? How did the arrival of the railways change our local area?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs using case studies such as John, Anne and Victoria a significant turning point in British history, for example, the first railways or the Battle of Britain)