

Synergy Schools Federation – History Scheme of Learning

Please refer to the unit plans on the Synergy Curriculum Team site and the Key Stage History Website resource for further planning support.

Substantive and Disciplinary Knowledge Progression

EYFS

Comment on images of familiar situations in the past. (Disciplinary)

Compare and contrast characters from stories, including figures from the past. (Disciplinary)

Talk about the lives of the people around them and their roles in society (Substantive)

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Disciplinary) Understand the past through settings, characters and events encountered in books read in class and storytelling. (Disciplinary)

Historical Components

Military

Political

Social and Cultural

Economic

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Substantive Knowledge Progression												
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
Unit 1	Holidays in the Past		Richmond Castle		Stone Age to Iron Age		Ancient Egypt		Ancient Maya		Ancient Greece	
	<p>Know about holidays in the past and compare with holidays today, including entertainment and transport.</p> <p>how people travelled to different holiday destinations in the past.</p> <p>How holidays and holiday entertainment have changed during the last 100 years.</p>		<p>Know that Richmond Castle was built in different stages in the Norman period and is a great example of a castle built in a strong defensive position.</p> <p>Know how Richmond Castle's usage has changed over time.</p> <p>Know about the impact that Richmond Castle had on the town's economy both at the time it was built and in the modern day.</p>		<p>Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes. Know that evidence found in burial site shows us that battles between tribes took place. Know some of the reasons for the battles.</p> <p>Know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain.</p> <p>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p> <p>The growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves;</p>		<p>Know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from the same family).</p> <p>Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time religion Know about the importance of the River Nile as a trade route.</p>		<p>Know the reasons why the Spanish conquistadors came to Mesoamerica and what the consequence was.</p> <p>Know about hierarchy in society that the Ancient Maya lived in City States ruled by powerful kings.</p> <p>Hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time, religion. Know what goods they traded, who they traded with and how they traded (transport and trading routes.) The impact of trade on the Ancient Maya. Know about the impact of the Spanish explorers and traders on the Ancient Maya.</p>		<p>Know about the reasons for the wars between Athens and Sparta</p> <p>Know that the Ancient Greeks wasn't a single country ruled by a single ruler, but was made up of a number of city-states; hierarchy in society. The reasons why there were city states and the different rulers in the city states.</p> <p>That two of the most powerful city states were Athens and Sparta. Know about Greek democracy.</p> <p>Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time, religion.</p> <p>Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece.</p>	

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Unit 2	Great Fire of London	Florence Nightingale, Mary Seacole and Edith Cavell	Roman Britain	Anglo Saxons and Vikings	The History of Bolton Castle	Industrial Revolution
	<p>Know that the king helped to put out the fire. Compare role of the monarch with our Queen today.</p> <p>Find out about everyday life in the past in London and how it changed after the fire.</p>	<p>Know about the lives and achievements of the nurses, how they helped the soldiers and why we remember them today - link to commemoration and remembrance.</p> <p>Compare hospitals in the past with hospitals today.</p>	<p>Know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know why some tribes rebelled and some became allies of the Romans.</p> <p>Know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over. Know how Britain was ruled before and after the Roman invasion. Know how Britain was ruled after the Romans left.</p> <p>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p> <p>Know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain.</p> <p>Communication links which enabled trading; roads and sea routes.</p>	<p>Know about the reasons each had for invading England. Know that Anglo Saxon tribes often fought each other. Know the locations and reasons for the main battles between Anglo Saxons and Vikings and the significant kings and rulers.</p> <p>Know about hierarchy on society; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know the impact of Anglo Saxon kingdoms and Danelaw on the UK today.</p> <p>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion.</p> <p>Know the reasons why Angles, Saxons and Jutes came to Britain and settled. See evidence found in archeological sites of Anglo Saxon trade with other countries.</p> <p>Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society.</p>	<p>Know about Bolton Castle's role in the English Civil War.</p> <p>Know about the relationship between Queen Elizabeth I and Mary Queen of Scots and the role of Bolton Castle in her escape from Scotland. Know about how and why Bolton Castle changed over time.</p> <p>Know how its role as a visitor attraction in the 21st century enables Bolton Castle to survive today.</p>	<p>Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion.</p> <p>Know about goods, trade routes and transport in the Sipton area before and after the Industrial Revolution and the technology which escalated the pace of change.</p>

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Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly.	Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago	Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millennium	Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern	Know how to order and place the key periods and events studied: Know the CE and BCE can be used instead of AD and BC	Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century)
Cause and Consequence	Remembering events, losses in our past (lost toys, old friends).	Understand a key event and a basic consequence.	Understand and explain causes of events and the consequences.	Know and understand cause of event and consequence and explain why.	Understand and question cause of events and consequences.	Know causes of events and consequence & explain why and the impact.	Know causes of events and the consequence on the past, present and for future generations.
Significant Events and Individuals	Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Know the name of a famous person and specify why they are famous.	Know the name of some famous people, explain various reasons why they are famous and make comparisons between them.	Know some important events, places and people.	Know some significant events, places and people and explain their importance, giving a variety of reasons why the events occurred.	Know, make links & draw comparisons between some important events, places and people.	Know, make links & draw comparisons between some important events, places and people, explaining in detail why they are significant and how they have affected the modern world today.
Similarity and Difference	Name the members of their immediate and extended family.	Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same.	Know simple facts about aspects of daily life studied this year. Compare these facts to their own lives reflecting upon things that have stayed the same or have changed.	Know similarities and differences between daily lives of people in two different time periods. Know some things which have changed / stayed the same and explain why this may have happened.	Compare the similarities and differences between two different time periods and start to think of which differences are the most significant.	Compare the similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied.	Compare the similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..

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Historical Enquiry	Use photographs to talk about their family's past. Know that photographs tell stories about our past.	Use historical artefacts, photographs and visits to museums etc to find out about the past.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past.	Know the difference between a primary and secondary source and give examples. Use a range of sources to ask and answer questions to find out about the past.	Recognise some sources may be more reliable than others. Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
Historical Interpretation	I know that a historical source can tell us about the past.	I know what an eyewitness account is.	I know that an eyewitness account is not always reliable.	I can distinguish between facts and opinions in historical accounts.	I know why a particular historical event can be interpreted differently.	I know why some evidence is propaganda, misinformation or opinion.	I can evaluate a range of historical sources. I can identify and justify reliability.