

**Futura Knowledge Document**

**History**

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><b>Autumn 1</b></p> <p>Substantive and Disciplinary Knowledge</p>		<p><b>Stone Age and Egyptians</b></p> <p><b>Historical Concepts</b></p> <p>Understand the concept of change over time representing this with evidence on a timeline</p> <p>Use dates and terms to describe events</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Contrast modern society with that of the past.</p> <p>Use dates and terms to describe events</p> <p><b>Historical Interpretation</b></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural, or religious diversity of past society.</p> <p><b>Cause and Consequence</b></p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p><b>Change and continuity.</b></p> <p>Compare some of the times studied with those of other interest around the world.</p>	
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>		<p><b>Historical Concepts and Historical Interpretation</b></p> <p>Place ancient artefacts and sources of information on a timeline with dates and use them to find out about what life was like for Egyptians and Stone age people and how this information changes as new discoveries are made.</p> <p>How our lives the same or different to that of Stone age people and Egyptians.</p> <p><b>Cause and Consequence</b></p> <p>Ask and answer questions about stone age and Egyptian times and learn more about what Egyptologists and archaeologists discover.</p>	

<p><b>Autumn 2</b></p> <p>Substantive and Disciplinary Knowledge</p>	<p><b>Great Fire of London / Gunpowder plot</b></p> <p><b>Chronological Understanding</b></p> <p>To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older, and newer. Use dates where appropriate.</p> <p><b>Change/Continuity</b></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Cause and Consequence</b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past- how did they get there? Why did they travel?</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Historical Interpretation</b></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p><b>Cultural Diversity</b></p> <p>Understand that families of different cultures may have different events and celebrations that shape their lives.</p>		<p>WW2</p> <p>Describe the main changes in a period of History using terms such as social, religious, political and cultural</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change. Identify some of the different ways the past has been represented</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>What will children know and remember?</p> <p>Children will be able to. . .</p>	<p><b>Cultural Diversity ( topic take over day)</b></p> <p>Understand why Bonfire night is celebrated in the UK and other countries</p> <p><b>Chronological Understanding</b></p> <p>Understand What was Stuart London Like and where it fits into a timeline.</p> <p><b>Cause and Consequence</b></p>		

	<p>Understand how the people lived before the fire, how did the fire happen, what were the consequences for the people of London after.</p> <p><b>Historical Interpretation</b></p> <p>Understand how different accounts from Thomas Farrinor, Samuel Pepys, Thomas Bloodworth, King Charles II, contributed to the fire spreading.</p> <p><b>Change/Continuity</b></p> <p>Understand why different people in London acted the way they did during the fire.</p> <p>Understand what the king did to improve London.</p>		
<p><b>Spring 1</b></p> <p>Substantive and Disciplinary Knowledge</p>		<p>Greeks and Mayans</p> <p><b>Historical Concepts</b></p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Change/Continuity</b></p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><b>Cultural diversity.</b></p> <p>Describe the differences between cultures and settlements such as Greeks and Romans.</p> <p><b>Significance</b></p> <p>Identify historically significance events/ people/ situations</p>	
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>			
<p><b>Spring 2</b></p>	<p><b>Castles / Local study</b></p> <p><b>Chronological Understanding</b></p>		<p>Victorians / Tudors</p>

<p>Substantive and Disciplinary Knowledge</p>	<p>To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p><b>Change/Continuity</b> Change and development in people’s lives and how you grow up</p> <p>Past and present events in own life’s and of family members</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Significance</b> To talk about who was important e.g. in a simple historical account</p> <p><b>Cause and Consequence</b> Observe or handle evidence to ask questions and find answers to questions about the past- how did they get there? Why did they travel?</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>		<p>Identify period of rapid change and contrast with periods of little change.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</p> <p>To talk about who was important e.g. in a simple historical account</p> <p>Identify historically significance events/ people/ situations</p> <p>Explain historically significance events/ people/ situations</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>
<p>What will children know and remember?</p> <p>Children will be able to. . .</p>	<p><b>Local study.</b> <b>Chronological Understanding</b> Name significant local historical places and people (Cadbury factory and George Cadbury).</p> <p>label a timeline using words or phrases such as: past, present, older and newer. (To be taught at the beginning of every topic) using dates.</p> <p><b>Change/Continuity</b></p>		<p><u>Tudors</u> Know the head of the catholic church. Describe the change in religion through the monarchs from Henry VIII to Elizabeth I. Comparison of Henry VIII with Christopher Columbus (discovery of America)</p> <p><u>Victorians</u> Describe Ada Lovelace’s achievements</p>

	<p>Name, describe and compare how Keynsham has changed from the past.</p> <p>Name and describe past / present events in their own life and of family members.</p> <p><b>Significance</b> Describe the reasons why George Cadbury acted in the past. (Poor housing, health and community)</p> <p>Describe why George Cadbury was important (religion and trade)</p> <p><b>Castles.</b></p> <p><b>Chronological Understanding</b> Locate periods of time on a timeline. -William the Conqueror, Queen Elizabeth 1 label a timeline using words or phrases such as: past, present, older and newer. (To be taught at the beginning of every topic) using dates.</p> <p><b>Significance</b> Describe why William the Conqueror and Queen Elizabeth 1 were important people.</p> <p><b>Change/Continuity</b> Describe how some ways of Castle life are the same and some are different to us.</p> <p><b>Cause and Consequence</b> Describe how castles have changed over time and why.</p>		<p>Describe the timeline of inventions during the industrial revolution including Spinning Jenny by James Hargreaves; Flying Shuttle by John Kay; and steam engine by James Watt.</p> <p>Add timeline of all periods of history studied from Years 1-6.</p>
<p><b>Summer 1</b></p> <p>Substantive and Disciplinary Knowledge</p>		<p><b>Romans and Vikings</b></p> <p><b>Chronological Understanding</b> Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Historical Interpretation</b></p>	<p><b>Ancient Benin – Bristol's links to Enslavement</b></p> <p><b>Chronological Understanding</b> Put times of change and continuity represented on a timeline with evidence.</p> <p><b>Change/Continuity</b> Identify continuity and change in the history of the locality of the school</p>

		<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and Consequence</b> Suggest suitable sources of evidence for historical enquiries.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p><b>Significance</b> Identify historically significance events/ people/ situations</p> <p><b>Historical Concepts</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p> <p><b>Cultural diversity.</b> Describe the differences between cultures and settlements such as Vikings and Romans.</p> <p>Understand how the rich and poor were divided in medieval times.</p>	<p><b>Historical Interpretation</b> identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <p><b>Cause and Consequence</b> Observe or handle evidence to ask questions and find answers to questions about the past Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries and identify how they link to cause and consequence Seek out and analyse a wide range of evidence in order to justify claims about the past. Refine lines of enquiry as appropriate.</p>
<p>What will children know and remember?</p>		<p><b>Chronological Understanding</b> Place the Roman, Viking and Anglo - Saxon periods of time onto a timeline.</p> <p><b>Historical Interpretation</b></p>	<p><b>Chronological Understanding</b> Place the Ancient Benin and associated time periods onto a timeline.</p> <p><b>Change/Continuity</b></p>

<p>Children will be able to. . .</p>		<p>Use artefacts and sources of evidence to find out about Roman and Viking life.</p> <p><b>Cause and Consequence</b></p> <p><b>What were the consequences of Roman and Viking Invasions on Britain.</b></p> <p>Significance</p> <p><b>How did Claudius and the Vikings invade Britain and how did significant people such as Boudica and Alfred the Great try to stop them.</b></p> <p>Historical Concepts</p> <p><b>Know how the Roman and Viking periods of rule started and came to an end. (inc. Anglo Saxon rule)</b></p> <p>Cultural diversity.</p> <p><b>Know about the Roman and Viking way of life and how this has shaped modern day Britain. (Inc. Local link to Roman Baths.)</b></p>	<p>Plot the periods continuity and change in Benin and Bristol in Tudor times through to today, focussing on the theme of trade.</p> <p><b>Historical Interpretation</b></p> <p>Find out about the similarities and differences between enslaved people and free people.</p> <p>Find out about the impact of enslavement on Bristol's history and through to the modern day.</p> <p><b>Cause and Consequence</b></p> <p>Use artefacts to find out was it like for enslaved people.</p> <p>Analyse evidence to justify how Bristol benefited from enslavement.</p> <p>Analyse sources of evidence to find out about how enslavement has impacted on Bristol life through the ages.</p>
<p><b>Summer 2</b></p> <p>Substantive and Disciplinary Knowledge</p>	<p><b>Transport with a local focus on Brunel.</b></p> <p><b>Chronological Understanding</b></p> <p>To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older, and newer.</p> <p>Use dates where appropriate.</p> <p><b>Change/Continuity</b></p> <p>Change and development in people's lives and how you grow up</p> <p>Past and present events in own life's and of family members</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Recount changes that have occurred in their own lives.</p> <p><b>Historical Interpretation</b></p> <p>Identify some of the different ways the past has been represented</p> <p>Identify similarities and differences between ways of life in different periods.</p>		

	<p><b>Significance</b> To talk about who was important e.g. in a simple historical account</p> <p><b>Historical Concepts</b> To know where people, events and artefacts are placed on a chronological framework.</p> <p><b>Cause and Consequence</b> Observe or handle evidence to ask questions and find answers to questions about the past- how did they get there? Why did they travel? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>		
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>	<p><b>Chronological Understanding</b> What is a timeline and where is Brunel Placed on a timeline.</p> <p><b>Significance</b> Who was Isambard Kingdom Brunel and why is he famous?</p> <p><b>Change/Continuity</b> How have the railways changed over time? How did Beeching change the railways.</p> <p><b>Historical Interpretation</b> What was it like travelling on the SS GB</p> <p><b>Cause and Consequence</b> How did the Clifton Suspension Bridge have an impact on travel around the area.</p> <p><b>Historical Concepts</b> Place different forms of transport on a timeline and compare what travel would have been like for Grandparents / Great grandparents compared with now. What will it be like in the future?</p>		