



# History at Shakespeare

Our History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understanding how to be a good and a responsible citizen. This is extremely important for children at Shakespeare in allowing them access to a much wider world and develop a level of cultural capital and depth of understanding that allows them to progress to the next stage of their education. Through our History curriculum, we strive to improve children's knowledge of the past as well as inspiring children's curiosity about, and connection to, Leeds, Yorkshire and England. Our curriculum provides children with opportunities to ask reflective questions, think critically and explore how historians have reached certain conclusions about events, stories and artefacts of the past.

Substantive Concepts	Disciplinary Concepts	Historical skills
1. Movement of people 2. Invasion 3. Trade 4. Monarchy 5. Peace and conflict* 6. Empire 7. Democracy and rights*	1. Cause and consequence 2. Change and Continuity 3. Significance and impact 4. Compare and contrast  *=curriculum of excellence from the heart of Leeds golden theme	1. Historical interpretations 2. Interpreting sources 3. Asking questions

**Substantive concepts** are those concerned, with the subject matter of history – the substance about which children are learning. Some of these concepts are highly specific to a particular period or place, and it is easy to recognise that their meaning needs to be explicitly taught. **Disciplinary concepts** develop understanding of how historians investigate the past and how they construct historical claims arguments and accounts. In order to access these skills, children need to secure knowledge of substantive concepts so that they can answer questions with confidence. **Historical skills** help children create arguments and answer. High-level questions. In history. These skills need to be explicitly taught modelled as children who have a strong substantive knowledge do not necessarily fully understand how to interpret a historical source.

## Progression in Substantive Key Concepts

Children explore key concepts as they move through the school. Our curriculum is laid out in such a way that the children will initially learn about their personal history, that being their family and Leeds community. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of British and global history starting in Autumn 2 in Year 1. As a child moves through our school, their historical knowledge and understanding will deepen as it is built on the foundations laid in the previous years. The concepts that children explore are revisited in different units allowing children to apply new knowledge to the concept in order to prepare them for future learning and life.

	History LTP	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>EYFS</b>	<b>Project</b>	Big World, Little Me!	Tell Me a Story	My Community and Me	Nature Explorer	World Voyager	Ready for Change
<b>Year 1</b>	<b>Project</b>	Bright Lights, Big City	The Great Fire of London	Moon Zoom	Childhood	Paws Claws and Whiskers	The Enchanted Woodland
	<b>Substantive</b>		-Democracy and rights -Monarchy	-Peace and Conflict -Empire	-Monarchy		
	<b>Disciplinary</b>		Cause and consequence	Significance	Compare and contrast		
	<b>Skills</b>		Interpreting sources	Asking questions	Interpreting sources		
<b>Year 2</b>	<b>Project</b>	Wriggle and Crawl	Movers and Shakers	Magnificent Monarchs	Coastline	Muck, Mess and Mixtures	The Scented Garden
	<b>Substantive</b>	-Movement of people	-Democracy and rights -Peace and conflict	Democracy and rights -Monarchy		-Movement of People -Trade	
	<b>Disciplinary</b>	Change and continuity	Significance	Change and continuity		Significance and impact	
	<b>Skills</b>	Interpreting sources	Asking questions	Historical interpretations		Asking questions	
<b>Year 3</b>	<b>Project</b>	Rocks Relics and Rumbles	Animal Bones and Animal Homes	Pharaohs	Ancient Greece	Know your Nutrients	Grow and Flow
	<b>Substantive</b>	-Peace and conflict -Empire		-Monarchy -Empire	-Democracy and rights -Peace and conflict		
	<b>Disciplinary</b>	Cause and consequence		Significance and impact	Compare and contrast		
	<b>Skills</b>	Interpreting sources		Interpreting sources	Historical interpretations		
<b>Year 4</b>	<b>Project</b>	Stone Age to Iron Age	Roman Britain	Blue Abyss	Misty Mountain, Winding River	Potions	Saxons and Vikings
	<b>Substantive</b>	-Movement of people -Invasion	-Empire -invasion			-Peace and Conflict	-Movement of People -Trade
	<b>Disciplinary</b>	Change and continuity	Compare and contrast			Significance and impact	Change and continuity
	<b>Skills</b>	Historical interpretations	Interpreting sources			Asking questions	Interpreting sources
<b>Year 5</b>	<b>Project</b>	Sow, Grow, Farm	The Benin Kingdom	Stargazers	Alchemy Island	ID Leeds	Beast Creator
	<b>Substantive</b>		-Monarchy -Trade	-Movement of People -Democracy and rights*		-Trade	
	<b>Disciplinary</b>		Cause and consequence	Significance and impact		Continuity and change	
	<b>Skills</b>		Historical interpretations	Interpreting sources		Asking questions	
<b>Year 6</b>	<b>Project</b>	A Child's War	Blood Heart	Gallery Rebels	Revolution	Darwin's Delights	Coming to Leeds
	<b>Substantive</b>	-Movement of People -invasion			-Movement of People -Trade	-Empire -Democracy and rights	-Movement of People -Democracy and rights*
	Disciplinary	Significance and impact			Change and continuity	Compare and contrast	Cause and consequence
	Skills	Asking questions			Interpreting sources	Asking questions	Historical interpretations

History Progression Grid

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Understanding the World: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none"><li>Put three objects in chronological order (recent history).</li><li>Use words and phrases like: old, new and a long time ago</li><li>Recognise that a story that is read to them may have happened a long time ago</li><li>Know that some objects belonged to the past</li><li>Retell a familiar story set in the past</li><li>Identify similarities and differences between ways of life in different periods.</li></ul>	<ul style="list-style-type: none"><li>Use words and phrases like: before I was born, when I was younger</li><li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li><li>Use the words past and present correctly</li><li>Use a range of appropriate words and phrases to describe the past</li><li>Recognise changes within living memory.</li></ul>	<ul style="list-style-type: none"><li>Describe events and periods using the words: BC, CE and decade</li><li>Describe events from the past using dates when things happened</li><li>Describe events and periods using the words: ancient and century</li><li>Use a timeline within a specific time in history to set out the order things may have happened</li><li>Develop a chronologically secure knowledge and understanding of world history</li><li>Use mathematical knowledge to work out how long ago events would have happened</li></ul>	<ul style="list-style-type: none"><li>Place events from period studied on a timeline</li><li>Use relevant terms related to the period and begin to date events</li><li>Understand more complex terms e.g. BC/AD</li></ul>	<ul style="list-style-type: none"><li>Know and sequence key events of time studied</li><li>Use dates and historical language in their work</li><li>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived.</li></ul>	<ul style="list-style-type: none"><li>Say where a period of history fits on a timeline</li><li>Place a specific event on a timeline by decade</li><li>Place features of historical events and inspiring people from past societies and periods in a chronological framework</li></ul>
Chronological content	Understanding the World: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none"><li>Events beyond living memory that are significant nationally or globally.</li><li>I can say where people and events fit within a chronological framework.</li></ul>	<ul style="list-style-type: none"><li>Sequence a set of events in chronological order and give reasons for their order</li></ul>	<ul style="list-style-type: none"><li>Ancient Greece</li><li>Ancient Egypt</li><li>Compare and contrast the impact that two significant figures had on society and the time period that they were in had on this</li><li>the achievements of the earliest civilizations</li></ul>	<ul style="list-style-type: none"><li>changes in Britain from the Stone Age to the Iron Age (Aut 1 Stone Age)</li><li>Roman Britain AD 43 to AD 400</li><li>Britain's settlement by Anglo-Saxons and Scots</li><li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>History of medicine in Leeds</li></ul>	<ul style="list-style-type: none"><li>the achievements of the earliest civilizations</li><li>a study of an aspect or theme in local history that extends pupils' chronological knowledge beyond 1066</li><li>Compare and contrast the impact that two significant figures had on society and the time period that they were in had on this</li></ul>	<ul style="list-style-type: none"><li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Industrial Revolution and WW2)</li></ul>
Knowledge and Disciplinary Concepts	Understanding the World: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"><li>Appreciate that some famous people have helped our lives be better today</li><li>Begin to identify the main differences between old and new objects</li><li>Identify objects from the past,</li><li>Recount some interesting facts from a historical event, such as where the fire of London started</li><li>Give examples of things that are different in their life from that of their grandparents when they were young</li></ul> <div></div>	<ul style="list-style-type: none"><li>Explain how their local area was different in the past</li><li>Research the lives of significant individuals in the past who have contributed to national and international achievements.</li><li>Compare the lives of significant individuals and aspects of different time periods.</li><li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</li></ul>	<ul style="list-style-type: none"><li>Suggest why certain events happened as they did in history</li><li>Learn about the achievements of the earliest civilisations including Ancient Egypt</li><li>Suggest why certain famous people acted as they did in history</li><li>Recognise different aspects of life of different people – discuss differences between roles of men and women</li></ul>	<ul style="list-style-type: none"><li>Explain how events and or inspiring people from the past has helped shape our lives</li><li>Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li><li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li><li>Begin to picture what life would have been like for the early settlers</li><li>Recognise that Britain has been invaded by several different groups over time</li><li>Realise that invaders in the past would have fought fiercely, using hand to hand combat<ul style="list-style-type: none"><li>Describe historical events from a period they are studying and the effect on the locality.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Appreciate that significant events and people in history have helped shape the country we have today (Space)</li><li>Have a good understanding as to how a theme has changed over the years (Trade)</li><li>Summarise the main events from a specific period in history, explaining the order in which key events happened</li><li>Summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</li></ul>	<ul style="list-style-type: none"><li>Appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences</li><li>Summarise how Britain has had a major influence on world history</li><li>Recognise and describe differences and similarities/ changes and continuity between different periods of history</li><li>Recognise that the lives of wealthy people were very different from those of poor people</li><li>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li></ul>
Substantive concepts	<b>Autumn 1</b> Big World, Little Me -Movement of People	<b>Autumn 2</b> The Great Fire of London -Democracy and rights -Monarchy  <b>Spring 1</b> Moon Zoom -Peace and Conflict -Empire  <b>Spring 2</b> -Monarchy	<b>Autumn 2</b> Movers and Shakers -Democracy and rights -Peace and conflict  <b>Spring 1</b> Magnificent Monarchs -Democracy and rights -Monarchy  <b>Summer 1</b> Muck, Mess and Mixtures -Movement of People -Trade	<b>Autumn 1</b> Rocks, Relics and Rumbles -Peace and conflict -Empire  <b>Spring 1</b> Pharaohs -Monarchy -Empire  <b>Spring 2</b> The Ancient Greeks -Democracy and rights -Peace and conflict	<b>Autumn 1</b> Stone Age to Iron Age -Movement of people -Invasion  <b>Autumn 2</b> Roman Britain -Empire -Peace and conflict  <b>Summer 1</b> Potions -Local Study  <b>Summer 2</b> Saxons and Vikings -Movement of People -Trade	<b>Autumn 2</b> Benin -Monarchy -Trade  <b>Spring 1</b> Stargazers -Movement of People -Democracy and rights*	<b>Autumn 1</b> A Child's War -Movement of People -invasion  <b>Spring 2</b> Revolution -Movement of People -Trade  <b>Darwin's Delights Summer 1</b> -Empire -Democracy and rights  <b>Summer 2</b> Coming to Leeds -Movement of People -Democracy and rights*

Vocabulary	<ul style="list-style-type: none"><li>old</li><li>new</li><li>past</li><li>ago</li><li>family tree</li><li>young</li><li>grow</li></ul>	<ul style="list-style-type: none"><li>a long time ago</li><li>when I was little</li><li>Past / present</li><li>since I was born</li><li>famous/celebrate</li><li>years</li><li>Similarities/ difference</li><li>Artefact</li><li>Timeline</li><li>Chronological</li></ul>	<ul style="list-style-type: none"><li>before I was born</li><li>when I was younger</li><li>past/present</li><li>Timeline</li><li>chronological order</li><li>earlier/later</li><li>parliament</li><li>source</li><li>Research</li><li>Chronological</li><li>Queen/King</li><li>Monarch</li><li>Compare/ contrast</li><li>Artefact</li></ul>	<ul style="list-style-type: none"><li>BC/CE</li><li>decade</li><li>ancient</li><li>century</li><li>period</li><li>conquer(ed)</li><li>evidence</li><li>Historian</li><li>Chronological</li><li>Civilisation</li><li>Artefact</li><li>Sources</li></ul>	<ul style="list-style-type: none"><li>recent history</li><li>time difference</li><li>shape our lives</li><li>religious differences</li><li>wealthy</li><li>poor</li><li>settlers</li><li>settlement</li><li>Invaders/invasion</li><li>combat</li></ul>	<ul style="list-style-type: none"><li>comparison</li><li>invention</li><li>influence</li><li>society</li><li>combat</li><li>revolution</li></ul>	<ul style="list-style-type: none"><li>summarise</li><li>major influence</li><li>world history</li><li>civilization</li><li>changes/ continuity</li><li>persuade</li><li>viewpoint</li><li>propaganda</li></ul>
------------	---	---	---	--	--	--	--

Highlight= NC