



HISTORY Substantive concepts: Chronology; Power, Leadership and Democracy within society; Technological advancements; Beliefs; Conflict and Invasion; Civilisations / Ways of life

Main Concept	Linked concepts / vocabulary	Coverage	Progression
<p>In EYFS, the children start to develop awareness of chronology (baby, toddler, parents, grandparents, daily routine).</p> <p>Building on this initial basic understanding of chronology, in KS1 children learn that events and people exist within and beyond living memory and that they can be sequenced in order of time.</p> <p>In LKS2, the children widen their knowledge by learning about pre-history, earliest civilisations and through introduction to concurrence. The children use their timelines to place periods of time in chronological order. They learn about different lengths of time of periods (British and world history). Children place the periods studied on their timelines, using scales and intervals.</p> <p>In UKS2, the children sequence international and national events, create their own timelines, recognise concurrence, use relevant dates and terminology, they identify and compare changes within and across different periods of time.</p>			
<p>Chronology</p> 	<p>past, present, long time ago, within/beyond living memory, century, calendar, chronological order, decade, AD/BC, CE/BCE, pre-history, ancient, millennium, sequence, scale, interval, concurrence, duration, 20th century</p>	EYFS	Events within their living memory. To know how to sequence three events chronologically (e.g. baby, toddler, now). Examples of vocabulary: past, present, before, now, then, next, long ago, calendar. See vocabulary document for progression.
		Y1	That events and people exist within and beyond living memory and that these can be sequenced in order of time. Examples of vocabulary: last month, within/beyond living memory, long time ago. See vocabulary document for progression.
		Y2	Chronological knowledge of GFoL, key British monarchs – kings and queens, key events in The Beatles’ history and music. Children use their class timeline to speak about key events and significant people: beyond living memory, within living memory and can sequence them in order of time. Compare with/add to Y1 timeline. Examples of vocabulary: century, chronology, chronological order, decade. See vocabulary document for progression.
		Y3	Periods of history rather than topics. Pre-history (Stone Age). Introduction to concurrent events. Ancient civilisations. British and World periods of history. Use timeline to place periods of history/artefacts in chronological order. Length of time of different periods. Examples of vocabulary: AD/BC, prehistory, ancient. See vocabulary document for progression.
		Y4	Know where the period of ancient Greek history, Romans and Anglo Saxons fit into a chronological framework. Distinguish between local, British and world history. Use timeline with scales – intervals of years. Examples of vocabulary: CE/BCE, millennium, sequence, scale. See vocabulary document for progression.

		Y5	Timeline to sequence national and international events. Use scale to design their own timeline. Identify changes within and across historical periods. To recognise concurrence. Examples of vocabulary: interval, concurrence, duration. See vocabulary document for progression.
		Y6	Creates own timelines to place events/periods from around the world. Use relevant dates and specialist terms to sequence local, national and global history. Identify and compare changes within and across different time periods. Understand how some historical events occurred concurrently in different locations. Examples of vocabulary: 20 th century, concurrence. See vocabulary document for progression. Pupils to have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study / have studied – Chronological unit – Books Over Time. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
<p>Power, Leadership and Democracy within society</p> 	<p>societies, civilisations, social organisation/hierarchy, kings, queens, emperor, tyrant, dictator, government, democracy, parliament, rules, British values, organisations, decision making, institutions</p>	EYFS	Children vote for the book each morning – this is to learn about the beginning of democracy. Children begin to learn that about the leadership roles (e.g. when they achieve five busy bees they become the class role model – line leader, giving out the dinner cards, tidy-up monitors, etc.)
		Y1	That people can control others and change their way of life by being more powerful (Explorers)
		Y2	That people in power make decisions that affect our ways of life. That not everyone has equal power. (Kings and Queens). That the role of British ruler has changed over time and power ‘moved’ from one ruler to an elected parliament. (Kings and Queens)
		Y3	That different types of rule and power have emerged over time: rise of tribes, tribal warriors and kingdoms (Stone Age); pharaohs and their power (Ancient Egypt); social hierarchies (all units)
		Y4	Know about the beginnings of democracy; Know that Athens and Sparta had different laws, money and rulers; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions; know the geographical reach of Alexander the Great’s military power (tyrant); Know that Boudicca led a rebellion against the occupying Roman army in 61 CE but was defeated; Know that AS Britain was ruled and defended; heptarchy – seven kingdoms; concept of kingship.
		Y5	Alfred the Great ruler of AS – most famous and successful king to rule over all of England during AS time; Know the Vikings conquered Mercia before being defeated by King Alfred in battle; Know that the Anglo-Saxon kings assembled powerful people to discuss important issues affecting their lands; this laid the groundwork for what would later be called parliament.

		Y6	Know about the leadership style of Adolf Hitler – dictatorship; his rise to power. Know about the world leaders at the time – who was involved in WW2. Axis and allied powers.
<p>Technological advancements</p> 	changes in technology over time within a society or civilisation	EYFS	Children learn and compare how things have changed over time (e.g. how we wash clothes, pay for items, design and use of phones).
		Y1	How technological advancements can affect people's lives - the toys children play with; ways of exploration. They can influence our views of our world and have positive benefits for people (medicine, space travel).
		Y2	That sometimes disasters can prompt technological change to improve our lives - housing and planning for safety (GFoL). Technological advancements are sometimes made rapidly over a short period of time (rapid changes in music technology (Local study) and affect our lives - changes in music technology have influenced how we listen to music and use our leisure time (Local study).
		Y3	Key advancements in technology Stone Age to Iron Age – benefits (e.g. agriculture) and negatives (e.g. weaponry) and in other early civilisations (e.g. irrigation, writing, architecture, wheel).
		Y4	Key advancements in Ancient Greece – architecture (columns, buildings) – influenced by their style, e.g. St George's Hall in Liverpool, arts (human sculpture, bronze casting technique), medicine, maths, a form of central heating using fire and alarm clock – Plato; Olympic Games, theatres. Romans – long, straight roads, aqueducts, central heating using hot water, sewage systems, temples, written language, amphitheatres, public baths and villas. Anglo-Saxon Britain lived mostly as farmers – many were also very skilled craftsmen, making tools and beautiful jewellery from metal and toys and games from wood
		Y5	Know the influence of trade on the rapid growth of Liverpool as a city; trade triangle; Know some of the positive and negative influences on the development of the Liverpool Docks; Vikings – traders and explorers – using ships, boats and weapons. Craftsmen, woodwork, textiles, silver, jewellery, goldsmiths. Mayans – calendar and number system.
		Y6	learn about atom bombs, Royal Air force - advanced flying technology
	Power, reasons for conflict/ invasions,	EYFS	Daily routines, children learn about what is right and wrong; cause and consequences of their actions (e.g. unkind hands)
		Y1	That people can take control of another group's lands and ways of life (Explorers, Nurses).

 <p>Conflict and Invasion</p>	<p>weapons, defences, resistance, tactics, resolutions; invasion/invader, conquer.</p>	Y2	That sometimes conflict has occurred within Britain (Monarchs – Kings and Queens).
		Y3	Conflict in Early Britain with the developments of settlements and land ownership.
		Y4	Know about Alexander the Great in Ancient Greece, his military power; know that the ancient Egyptian civilisation ended when Alexander the Great conquered Egypt 332BC; Know the date of the successful Roman invasion of Britain in AD 43; know some reasons why the Romans were attracted to invading Britain. Know that Boudicca led a rebellion against the occupying Roman army in 61 CE but was defeated. Know various reasons for invasion and settlements of Anglo-Saxons;; know the reasons why the Roman army withdrew from Britain and date; know this led to an unsettled period of time for Britons as they were left to defend themselves.
		Y5	Know some reasons for the Viking raids on Britain and their activity as traders and explorers; consequences of the Viking invasion; Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended. They invaded England and captured York, they conquered Mercia.
		Y6	Know the Battle of Britain was crucial to prevent a German invasion; know how the Battle of Britain ended; know how the WW2 ended. Know how Liverpool played a major role in the Battle of the Atlantic; Know how Liverpool and its landmarks were affected by the Blitz.
 <p>Civilisations / Way of Life</p>	<p>quality of life, health, rich and poor, leisure, the arts, jobs, architecture, trade</p>	EYFS	Children learn and compare how things have changed over time (recent changes to our way of life) – linked to how things changed over time – similarities and differences: how we pay for things now/then; compare local houses and ways of life of characters in the books, etc.
		Y1	That ways of life change over time - pastimes for children in 60s Britain – (Toys); ways of travel and exploration (Explorers); medicine and health care (Nurses). That in different parts of the world and at different times, people have different ways of life – travel (Explorers).
		Y2	That in different parts of the world and at different times, people have different ways of life - housing and planning for safety in 17th century London (GFoL); leisure in 60s Britain and relative costs of common items (The Beatles).
		Y3	Change from hunter-gatherer and beginnings of settlements. Importance of farming and agriculture –surplus of food allowed people to trade and to specialise in different jobs. (Stone Age, Earliest Civilisations, Ancient Egypt). Impact on homes, food and protection of property and land. Art and architecture (Stonehenge, Ziggurats, pyramids)

		Y4	Know in ancient times, Greece was not a unified country and was divided into city-states; know about living in a Roman Garrison town – soldier, wife, slave. Know about houses with heating, sewage systems, temples, baths, shops, markets, court of law, aqueduct, theatre, amphitheatres, money; rich in villas, poor in insula. know main features of everyday life of AS villages, hierarchy, jobs, rich and poor, women and children, farming and housing.
		Y5	know how Vikings lived in Britain and shaped British life; Vikings were excellent sailors;, predominantly rural people; know Vikings had a number of motives for travelling far and wide and not just to the British Isles; know hierarchy and ways of life; know how Mayan society was organised; Priests were considered the most important people; Warriors, craftsmen and traders were next in the hierarchy; Mayan merchants traded many goods including salt, cotton, honey and jade. Farmers, workers and slaves were at the bottom of the hierarchy.
		Y6	Life prior, during and after WW2. Role of women during WW2. Impact of WW2 on everyday life. Local history – impact of WW2 on lives of people in Liverpool.

 <p>Beliefs</p>	<p>day to day routines and practices, belief systems, organised religions, why people acted as they did, ideologies, symbols' paganism, Christianity, polytheism, monotheism</p>	EYFS	Exploring and learning about the beliefs of our families, similarities and differences between different religions. (links very closely with RE)
		Y1	That beliefs about our world can change – (Explorers); Use globe or world map to plot voyage of 1492. Draw attention to people's beliefs/knowledge of the world at the time (people believed the Earth was flat). One of the achievements that Columbus is awarded is the spread of Christianity, more specifically, the spread of Catholicism.
		Y2	Symbols of monarchy and beliefs of monarchs as God's 'anointed' / chosen ruler. Crowns, scepters and orbs remain the symbols of power and authority. Queen Elizabeth was the Supreme Governor and Defender of the Faith of the Church of England, the state church of England that broke with Roman Catholicism in the 16th century by Henry VIII. Since then, the Royal Family has practiced Anglicanism, a form of Christianity.
		Y3	Belief systems – Earliest Civilisations. Most early civilizations were polytheistic, meaning they believed in more than one god.
		Y4	Belief systems: Ancient Greece – polytheism; Romans – polytheism/Christianity, Anglo-Saxons – compare polytheism, paganism (term first used in the fourth century by early Christians for people in the Roman Empire who practiced polytheism) and Christianity.

		Y5	Belief systems: Vikings – their original religion was paganism and polytheism, later some accepted Christianity. The Mayas worshipped the gods of nature (similarities: they were pagan/polytheistic as they worshipped many gods and goddesses of nature representing everything: wind, air, rain, sun, moon, war, death, life etc. They also worshipped their ancestors.
		Y6	Aims and beliefs of Adolf Hitler (Catholic faith, he was not an atheist). The UK's official religion is Christianity, many relied on their faith to guide their behaviour during the war.