

# History - Concepts

Substantive concepts:

- Chronology
- Power, Leadership and Democracy within society
- Technological advancements
- Beliefs
- Conflict and Invasion
- Civilisations / ways of life

Disciplinary concepts:

- Significance
- Cause and consequence
- Continuity and change
- Similarity and difference

# Historical concepts – how they work

## (civilisation / ways of life)

Year 3: Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements, began growing crops and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art; know that people were nomadic during this period and began to settle in the Mesolithic; know that people began to farm during the Mesolithic and Neolithic and settlements and society grew; know that family groups grew into tribes and kingdoms in the Bronze and Iron Age; know that communities traded with each other including over the English Channel

Year 4: Know in ancient times, Greece was not a unified country and was divided into city-states

Year 4: 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.

Year 3: Learn the term civilisation - the level of development at which people live together peacefully in communities. Ancient civilization refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires.

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Year 3: Know that ancient Egypt had a strict social hierarchy: people had more or less control over their lives depending on their role and this did not change; the pharaoh was at the top of the hierarchy; his advisers, high priests and nobles were next; officials and scribes who worked for the government were next; craftsman who made things were next; below them were peasants, and slaves were at the bottom of the hierarchy.

Year 4: know main features of everyday life of AS villages, hierarchy (King and family, Thanes, Churls and Thralls), jobs, rich and poor, women and children, farming and housing

Year 5: 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

Year 5: 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

# Historical concepts – how they work

## (chronology)

Year 1: learn about characteristics and features of modern, parents' and grandparents' toys – 'within living memory'; know where people and events fit within a chronological framework - use phrases such as 'before I was born', a long time ago, 'hundreds of years ago') 'beyond living memory'

Year 2: to place rulers and events on a simple timeline; to use a range of vocabulary associated with time

Year 3: prehistory is the beginning of our 'narrative' of British history; human prehistory is commonly divided into three periods; know that time can be represented as 'periods' of history; know BC/AD, interval and duration

Year 4: know where the period of ancient Greek history fits into a chronological framework

Year 4: know where the Romans fit within a chronological framework of British history

Year 5: know the chronological development of Liverpool Docks

Year 6: Know where WW2 fits into a chronological and thematic framework of British history studied; construct their own timelines.

Year 1: Know where people and events fit within a chronological framework - use phrases such as 'before I was born', a long time ago, 'hundreds of years ago') 'beyond living memory'

Year 1: children further develop their knowledge of where events and people fit into a chronological time frame. Recognise some differences between objects, pictures and photographs that are old and modern (new).

Year 2: Know where the Beatles and changes in music technology fit in a wider chronological framework of events and people studied throughout KS1

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Year 2: know when the GfOL happened and the sequence of key events; know where the Beatles and changes in music technology fit in a wider chronological framework of events and people studied throughout KS1

Year 3: Children should have an overview of the key chronology of all of the Ancient Civilisations. Millennium = 1000 years

Year 4: know where the AS fit in a chronological framework

Year 5: know where the Ancient Maya fit into a chronological and geographical framework

Year 5: Know where the Viking period fits in the chronological narrative of British history; know where the Ancient Maya fit into a chronological and geographical framework , 'concurrency'

Year 6: Know the key features of a book within a historical and cultural context  
Know where key forms of writing and books fit on a timeline of British and World history

# Historical concepts – how they work

## (Power, Leadership and Democracy within society)

Year 2: Learn that for hundreds of years, the monarch was largely responsible for the entire management of the country's affairs. Kings and queens took decisions about waging war, about promoting or persecuting religious beliefs, about government policies and expenditures. Understand the change from the unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs.

Year 3: Know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people lived in hill forts to keep safe from attacks

Year 4: Know about the beginnings of democracy; Know that Athens and Sparta had different laws, money and rulers; the two cities were rivals; know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions; know that Spartans valued military strength on land; know that Athenians valued art and architecture; know the geographical reach of Alexander the Great's military power (tyrant)

Year 3: Know that maintaining laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings-pharaohs in AE, queens, emperors or empresses).

Year 4: Know that Boudicca led a rebellion against the occupying Roman army in 61 CE but was defeated

Year 4: Know how Anglo-Saxon Britain was ruled; by 586, the part of Britain that we now know as England (from land of the Angles) was divided into seven kingdoms, called the heptarchy: Northumbria, Mercia, Wessex, Sussex, Essex, Kent and East Anglia; each kingdom was ruled by a king, but the number of kingdoms and sub-kingdoms fluctuated as kings competed for supremacy; know some of the kings of the different kingdoms of the heptarchy; develop concept of kingship

Year 5: 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 the two sides made terms that left Vikings ruling over 'Danelaw' in the north of England and King Alfred ruling the rest. 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; know how the Viking and Anglo Saxon periods of British history came to an end.

Year 6: dictatorship of Adolf Hitler.

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# Historical concepts – how they work

## (Technological advancements)

Year 1: Know that our view of the world has been influenced by discoveries and changes in technology over time

Year 1: learn about characteristics and features of modern, parents' and grandparents' toys – Know there are different types of toys and that they move in different ways – changes to technology

Year 2: know some ways that changes in technology have influenced changes in national life – how we listen to music

Year 3: humans began living in settlements, began growing crops and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art; know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using more complicated tools made from these metals

Year 3: There is evidence that each ancient civilisation developed innovations which have had a long-lasting legacy (AS – weaving, writing, pots' IV – toys, metal, clay; AE – writing, pyramids; SD - writing, the calendar, chariots, large underground tombs, bronze bowls and weapons.)

Year 6: learn about atom bombs, Royal Air force - advanced flying technology

Year 6: how were stories recorded: dead sea scrolls, hieroglyphs; illuminated manuscripts; printing press; mass production; impact of invention of printing press; virtual libraries, kindle.

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# Historical concepts – how they work

## (Beliefs)

Year 1: learn about the key events in Columbus' life and some of the beliefs and ways of life at the time; Columbus was Christian

Year 3: Learn that each ancient civilization developed a stratified social structure and a belief in the afterlife.

Year 4: Know how artefacts can tell historians about culture and beliefs; the ancient Greeks believed in many gods – polytheism (recall Y3 AE); know that religion was very important in ancient Greece; know that the first Olympic games in 776 BC were held in honour of Zeus, god of Olympus and King of the Gods, every four years; know the Greeks told many stories (myths)

Year 3: Know that the AE believed in many gods and afterlife; know the term 'polytheism'; know the names of some major gods and their significance; mummification

Year 4: Know that many people in Roman Britain had been Christians, but the Anglo-Saxons that arrived were polytheists, pagans; know how Christianity spread across Britain in AS period - conversion; know that Anglo-Saxon gods are the root of many of our days of the week:

Year 5: Know that Scandinavia was pagan and Viking and Anglo-Saxon religions were very similar in their beliefs but with slightly different names. Some artefacts show both Christianity and paganism e.g. York coins show both St Peter and Thor's hammer. All started off as pagans and all of them converted to Christianity at some point. The Vikings believed that if you died valiantly, you would go to Valhalla with the gods and fight, eat and drink with them all day every day.

Year 5: know the beliefs of the Ancient Maya; Know they were polytheists (had gods and goddesses for everything), believing in many nature gods or deities; they were forced to Christianity in comparison to Vikings who converted; they worshiped their ancestors, had priests, temples, had their own story of creation.

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# Historical concepts – how they work

## (Conflict and Invasion)

Year 4: Know the influence of Alexander the Great; Know the geographical reach of Alexander the Great's military power; know that the ancient Egyptian civilisation ended when Alexander the Great conquered Egypt 332BC

Year 4: Know various reasons for invasion and settlement; know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands; 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

Year 4: 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 one reason for invading Britain was partly for the metals that could be mined in Britain and used across the Empire; know 'invasion', 'invader', 'conquer'. Organisation of Roman army. Know that Boudicca led a rebellion against the occupying Roman army in 61 CE but was defeated.

Year 6: know the Battle of Britain was crucial to prevent a German invasion; know how the Battle of Britain ended; know how the WW2 ended.

Year 6: Know how Liverpool played a major role in the Battle of the Atlantic; Know how Liverpool and its landmarks were affected by the Blitz

Year 5: know some reasons for the Viking raids on Britain and their activity as traders and explorers; know some of the 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; know that the success of the Viking raids encouraged further raids; know that the Vikings continued to raid the British coastline for around 70 years; know Vikings also travelled over much of northern Europe, to Constantinople, North Africa, Russia and North America between 800 and 1050 and were great traders and explorers; they invaded England and captured York, they conquered Mercia.

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# Historical concepts – how they work

(significance)

Year 1: Children begin to understand the concept of significance – that some people are remembered because of the contribution they have made to national and international achievements (F. Nightingale, M. Seacole, K Wilkinson)

Year 2: builds on prior learning about significant figures (monarchy, prime minister)

Year 3: Learn about legacy and influence of ancient civilisations: writing, trade (currency), towns, early drainage systems (Indus had first known 'flushable' toilet), buildings, hieroglyphics, pyramids, papyrus

Year 4: Know some of the ancient Greek legacies in art, architecture and language, philosophy, maths and science; know 'legacy'

Year 5: know the role Liverpool Docks played in the slave trade; know how this trade functioned, who benefited and who suffered'; now how the Liverpool Docks has played a major part in contributing to Liverpool's rich cultural traditions and heritage.

Year 6: know the significance of the Battle of Britain within the wider context of WW2

Year 1: children learn about the lives of significant people in the past who have contributed to national and international achievements by looking at a number of explorers, what and why they explored and what they achieved. (Columbus, Scott, Armstrong)

Year 2: learn about significant people and events within British history, significant event – GFoL and significant people in our locality – The Beatles (significant locally, nationally and internationally in the world of popular music and how this developed over time)

Year 4: know some of the main ways the Romans impacted on life in Britain - Many of our buildings and how they are heated, the way we get rid of our sewage, the roads we use, religion, the words and language we speak, how we calculate distances, numbers and why we use money to pay for goods, etc.

Year 4: Know some ways in which the AS changed the way of life in Britain (housing, food, language, society structure and rule)

Year 5: know some key achievements of the Ancient Mayan civilisation and their impact on modern society - economy, culture, religious beliefs and society

Year 6: Know the significance of Liverpool Docks during WW2; Know how the role of women played a significant part in Liverpool's war effort

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# Historical concepts – how they work

(cause and consequence)

Year 1: Know that life today is shaped by the exploration/discoveries of many years ago (the discovery of America and Christopher Columbus; the first walk on the moon). Learn that our world is still being influenced by modern day explorers and discoveries

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<b>YEAR 5</b>	<p>Autumn 1 : <b><u>Liverpool Docks</u></b></p> <p><b>A local history study</b></p> <p>Significant historical events, people and places in their own locality.</p>	<p>Spring 1 : <b><u>Vikings</u></b></p> <p>The Viking struggle for the Kingdom of England.</p>	<p>Summer 1 : <b><u>Mayan Civilisation</u></b></p> <p>A non-European society that provides contrast with British history</p>
<b>YEAR 6</b>	<p>Autumn 1: <b><u>World War Two</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Spring 1 : <b><u>World War Two</u></b></p> <p><b>A local history study</b></p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Summer 1 : <b><u>Books Through Time</u></b></p> <p>Chronological Unit</p> <p>Chronological understanding and links between the past and the present status of books in society Key historical skills and processes through an enquiry approach</p>

Year 2: know some of the reasons for the cause of the fire and its rapid spread and how this reflected life at the time; know some ways in which London was changed as a result of the fire including the rebuilding of St Paul's Cathedral (consequences)

Year 5: know some reasons for the Viking raids on Britain and their activity as traders and explorers; know some of the consequences of the Viking invasion; how they shaped British life; Know that following years of raids in 865, the Great Viking Army from Denmark invaded England and captured York (which they called Jorvik) and made it their capital with up to 15,000 people. Longboats were extremely versatile; Know that some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld

Year 5: Know some of the positive and negative influences on the development of the Liverpool Docks

Year 6: Know the main causes of the outbreak of WW2; understand the scale of WW2; know how the Blitz affected the life of British civilians; know the key events that brought the Second World War to an end

Year 6: Know how the children of Liverpool were affected by WW2 (evacuation, school); Know how everyday life in Liverpool was impacted by WW2 (rationing); Know how VE day was celebrated on the home front

# Historical concepts – how they work

(continuity and change)

Year 1: learn about characteristics and features of modern, parents' and grandparents' toys; ways in which toys have changed/stayed the same over time and reasons why.

Year 2: Understanding the change from the unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs is essential to later learning.

Year 3: know what life was like during the Palaeolithic period and how do we know; know the key developments during the Mesolithic era; know key changes in the Neolithic period, Bronze age and Iron age.

Year 4: Know that Alexander the Great's conquests spread Greek culture and ideas far and wide and influenced many other cultures

Year 4: Know about ways of life in Roman Britain and the impact of Roman Britain on our lives today. Legacy.

Year 2: know some ways the Beatles are remembered in Liverpool and their impact on the city, some aspects of life in 1960s

Year 3: Children learn about what was happening in different parts of the world (at the same time) so that they appreciate that there was more to human development than the achievements of a single culture. All of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities. There is also evidence that each developed a stratified social structure, a belief in the afterlife as well as innovations which have had a long-lasting legacy.

Year 6: Know about our early evidence of recording information - books in the ancient world; Know how valuable books were in the middle ages and how do we know; what effect did the invention of the printing press have on books in Britain; how has reading for children changed over time? How will we read in the future? Are books any less valuable now than they were in the past?

<b>YEAR 1</b>	Autumn 1 : <b>Changes to Toys</b> Changes within living memory	Spring 1 : <b>Nurturing Nurses</b> The lives of significant individuals. Compare the aspects of life during different periods.	Summer 1 : <b>Great Explorers</b> The lives of significant individuals. Compare the aspects of life during different periods
<b>YEAR 2</b>	Autumn 2 : <b>Kings and Queens</b> Awareness of the past and significant individuals through timelines and comparisons between various periods in history	Spring 2 : <b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally.	Summer 2 : <b>The Beatles</b> <i>A local history study</i> Significant historical events, people and places in their own locality.
<b>YEAR 3</b>	Autumn 1 : <b>Stone Age to Iron Age</b> Changes in Britain from the Stone Age to the Iron Age	Spring 1 : <b>Achievements of the earliest civilizations</b> An overview of where and when the first civilizations appeared	Summer 1 : <b>Ancient Egypt</b> Achievements of the earliest civilizations – in-depth study
<b>YEAR 4</b>	Autumn 1 : <b>Ancient Greece</b> Greek life and achievements and their influence on the western world.	Spring 1 : <b>Roman Empire and its impact on Britain</b> The impact of the Roman Empire on Britain	Summer 1 : <b>Anglo Saxons</b> Britain's settlement by Anglo Saxons and Scots.
<b>YEAR 5</b>	Autumn 1 : <b>Liverpool Docks</b> <i>A local history study</i> Significant historical events, people and places in their own locality.	Spring 1 : <b>Vikings</b> The Viking struggle for the Kingdom of England.	Summer 1 : <b>Mayan Civilisation</b> A non-European society that provides contrast with British history
<b>YEAR 6</b>	Autumn 1 : <b>World War Two</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Spring 1 : <b>World War Two</b> <i>A local history study</i> A study over time tracing how several aspects of national history are reflected in the locality	Summer 1 : <b>Books Through Time</b> Chronological Unit Chronological understanding and links between the past and the present status of books in society Key historical skills and processes through an enquiry approach

# Historical concepts – how they work

(similarity and difference)

Year 1: learn about characteristics and features of modern, parents' and grandparents' toys; similarities and differences – compare, contrast and label with features  
 Know that the lives and actions of Florence Nightingale, Mary Seacole and Kitty Wilkinson have similarities and differences and are all significant historical figures

Year 3: Learn that they all appeared near rivers to aid agriculture.

Year 4: know some similarities and differences between other ancient civilisations (Y3) and ancient Greece; compare their religion to Christianity, modern Olympics; modern democracy in Britain - Athens's democracy was very limited as only adult men; this means that women, children and slaves were not permitted to vote

Year 5: know that the growth of Liverpool Docks is reflected in the appearance of the city of Liverpool; Know the influence of trade goods on the rapid growth of Liverpool as a city

Year 6: how similar/different were ways of recording, writing in books over time

Year 1: Know that the lives and actions of Florence Nightingale, Mary Seacole and Kitty Wilkinson have similarities and differences and are all significant historical figures

Year 1: Compare aspects of life in different periods can recognise some differences between past and present in their own and others' lives

Year 2: know some aspects of life in 1960s

Year 2: know some similarities and differences between ways of life in different periods of history - key aspects of living conditions in 17th century London

Year 4: Know some similarities and differences of AS to the way of life in Roman Britain (housing, food, society structure and rule)

Year 5: Know some of the main features of life under Viking rule – beliefs, hierarchical structure and rule and draw comparisons to previous periods studied (AS) know some of the characteristic features of ancient Mayan civilisation and its contrast with Viking Britain

Year 5: know some of the characteristic features of ancient Mayan civilisation and its contrast with Viking Britain; hierarchy, cities and housing; beliefs; know the main occupations and food within both societies reflect their geography and climate; Know there is little written evidence for either society and artefacts provide historians with the most evidence.

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