



**History Substantive Knowledge Progression 2024**

|   | <b>Chronological knowledge</b>  | <b>Local History</b> | <b>Knowledge and Understanding of British History</b>   | <b>Knowledge and Understanding of Wider World History</b> |
|---|---|----------------------|---|---|
|   |   |                      | <b>Guy Fawkes and the Gunpowder Plot:</b>   |   |
| 1 | <p>Sequence people, events, objects and photos and on a preprepared timeline with a scale (when I was born, when my parents were born).</p> <p>Use a range of words and phrases relating to the passing of time; years, date, a long time ago, when I was younger, before I was born, when my parents were young.</p> |                      | <p>Know and sequence the events of the Gunpowder Plot.</p> <p>Understand why the gunpowder plot happened.</p> <p>Know that Guy Fawkes was catholic and King James I protestant. They disagreed on certain issues.</p> <p>To know what happened directly after the plot failed.</p> <p>To understand how Guy Fawkes Day/Bonfire Night is celebrated and why.</p> |   |
|   |   |                      | <b>Toys- Then and Now:</b>  |   |
|   |   |                      | Know there are differences between the past and present.  |   |



### History Substantive Knowledge Progression 2024

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|  |  |  | <p>Understand how life used to be very different for the rich and poor.</p> <p>Know that toys have changed due to technology (batteries/electricity, accessibility of resources/transport, technology/inventions).</p>   |  |
|  |  |  | <p><b>Elizabeth II and the Royal Family:</b></p>   |  |
|  |  |  | <p>Know that England has been ruled by Kings and Queens for many years.</p> <p>Know the names of some monarchs and future monarch eg King Charles, Prince William, Prince George, Henry VIII, Queen Victoria, king George VI, James I, Queen Elizabeth I.</p> <p>Know who Elizabeth II was. When she was born, her parents, siblings, when she came to the throne and when she died.</p> <p>Understand what her life was like as a child and how this differed from children from other social classes.</p> <p>Sequene key events in her life-</p> |  |



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|   |   |  | <p>education, marriage, children, 1936, WW2, Public duties, Head of Commonwealth and the legacy she left behind.</p> <p>Know that Magna Carta gave people rights and protected them.</p> <p>Understand that parliament talk about the country and make decisions.</p> <p>Know that we choose the people in our parliament by voting.</p> <p>Know that the prime minister is in charge of our government.</p> |  |
|   |   | <b>Significant historical events, people and places in their own locality- Stafford Buildings:</b>   | <b>The Great Fire of London:</b>   | <b>Significant Explorers:</b>  |
| 2 | <p>Sequence people, events, objects and photos on a preprepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time; older, newer, decades, centuries, evidence, artefact.</p> | <p>Know what these buildings are and why and when they were built and what significance they have today.</p> <p><b>Stafford Castle</b><br/>Built by William the Conqueror to subdue the rebellious population in the 11<sup>th</sup> Century. Lived in by the Anglo-Norman Stafford family.</p> <p><b>Ancient High House</b><br/>Built in 1595 by the Dorrington family from local oak near Doxey Woods.</p> | <p>Know who ruled England and what was life like in the 17<sup>th</sup> century (lives, job, houses).</p> <p>Know that London was an important cultural, economic and political centre.</p> <p>Know that London was a Roman settlement by the banks of the river Thames built nearly 2000 years ago.</p>   | <p>Understand what an explorer is.</p> <p>Know that explorers travel to places that are unknown to them.</p> <p>Know that explorers travelled to new places to live, new survival essentials or to escape danger.</p> <p>Know how early explorers travelled using boats.</p> |



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|  |  | <p>It is the largest timber framed house in England. King Charles I and Prince Rupert stayed during their brief visit to the town.</p> <p><b>St Chad's Church</b><br/>         Built in the 12<sup>th</sup> century, it is the oldest building in Stafford.<br/>         Anglican church.<br/>         St Chad who died in 672 was the first bishop of Lichfield.</p> | <p>Know that the houses were close together and built from wood, the winds were strong and there were no fire engines.</p> <p>Understand the causes, events and consequences of the Great Fire of London.</p> <p>Understand some serious problems were caused by the fire e.g – over 70,000 displaced people.</p> <p>Understand what changes were made because of the fire.</p> <p>Know some important people such as Samuel Pepys and John Evelyn who wrote diaries about the fire.</p> | <p>Understand that early explorers didn't use maps. They often used natural features to navigate by such as rivers.</p> <p>Know the earliest seaborne explorers were a group of people known as Polynesians. They spread across the Pacific Ocean using canoes that they built.</p> <p>Know that ancient Minoans, Phoenicians and Greeks used galleys to transport people and goods around the Mediterranean.</p> <p>Know that Vikings travelled on longboats for trading and raiding.</p> <p>Understand John Cabot's journeys across the Atlantic.</p> <p>Know that Brunel designed the SS Great Western which was the first steamship to cross the Atlantic.</p> <p>Know that John Franklin was a British explorer and an admiral in the Navy.</p> |
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|   |  |  |   | <p>Understand how Franklin tried and failed to find the Northwest Passage.</p> <p>Know how William Adams went on many long voyages to attempt to travel to Asia.</p>  |
|   |  |  | <b>Stone Age-Iron Age:</b>  | <b>Ancient Greece:</b>  |
| 3 | <p>Sequence people, events, objects and photos on a timeline. Include dates and timeline division of BC and AD.</p> <p>Demonstrate some overall chronological awareness of concepts, events and people.</p> <p>Use a range of words and phrases relating to the passing of time; chronology, era/period, opinion, change, BC/AD.</p> |  | <p>Understand that climate change has meant that different groups of humans have lived in Britain throughout history.</p> <p>Know that it was too cold for humans to live in Britain during the Ica Age.</p> <p>Know that early Homo sapiens were hunters - gatherers.</p> <p>Know that Farming began in about 4500BC</p> <p>Understand that people started to live in communities due to farming.</p> <p>Know that the Bronze Age started in about 2500BC</p> <p>Know that the Iron Age started in about 750BC</p> | <p>Understand how the geography of Ancient Greece had an impact on how the civilisation developed.</p> <p>Know about the roles people had in Ancient Greece.</p> <p>Understand how Greek myths tell us about Ancient Greece.</p> <p>Know that The Olympics originated in Ancient Greece.</p> <p>The Persians built an empire and invaded Greece.</p> <p>Understand that democracy started in Athens and the impact this has had on modern civilisation.</p> <p>Understand influences Ancient Greece has on modern life eg</p> |



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|  |  |  | <p>Know that the the Iron Age ended when the Romans invaded in 43AD.</p> <p>Understand the changes that occurred due to the farming lifestyle</p> <p>Understand that Iron Age people lived in communities, farmed, cooked and hunted.</p> <p>Know about what monuments prehistoric Britons built such as Stonehenge.</p> <p>Understand what Skara Brae tells us about stone age civilisation.</p> | language, building, philosophy democracy. |
|  |  |  | <b>Romans:</b>  |   |
|  |  |  | <p>Know that the Romans were an ancient civilisation that built an empire.</p> <p>Know the myth about how Rome was founded.</p> <p>Understand how the romans moved from being a kingdom to an empire.</p> <p>Know that Romans invaded Britain during the reign of Emperor Claudius.</p>   |   |



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|   |   |  | <p>Know that Julius Caesar had two unsuccessful attempts at invading Britain. He successfully invaded Britain in 43AD.</p> <p>Understand the Causes and events of Boudica’s rebellion- 60AD.</p> <p>Understand how the Romans made changes to life in Britain – towns, roads, buildings, canals, heating, sewage, reading/writing.</p>   |  |
|   |   | <b>A local history study- Local Pottery:</b>   | <b>Anglo Saxons:</b>   | <b>Ancient Egypt:</b>  |
| 4 | <p>Sequence people, events, objects and photos on a timeline. Include dates and timeline division of BC and AD.</p> <p>Demonstrate some overall chronological awareness of concepts, events and people.</p> <p>Use a range of words and phrases relating to the passing of time; trend, contrast,BC,AD.</p> | <p>Understand how the pottery industry in Staffordshire has changed over time.</p> <p>Know that North Staffordshire is known as the Potteries as it is the country's main producer of China and earthenware</p> <p>Know that pottery has been made in Staffordshire since 1720.</p> <p>Understand how transport within the Potteries has changed since 1720.</p> <p>Understand how the processes of making pottery have changed since 1720.</p> <p>Know the name of some pottery companies that have been influential within the pottery industry.</p> | <p>Know that Romans left Britain in about 410AD and the reasons why.</p> <p>Know that the Anglo-Saxons began invading Britain in 450AD.</p> <p>Know the seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia and their significance today.</p> <p>Understand that Anglo-Saxon kingdoms battled between each other.</p> <p>Understand how religion</p> | <p>Know that the Ancient Egyptian civilisation was between 3100BC and 30BC.</p> <p>know that many civilisations were built around rivers due to the benefits of water, food and transportation.</p> <p>Understand what the Valley of the Kings tells us about Ancient Egyptian life.</p> <p>Understand the significance of hierarchy within the Ancient Egyptian society.</p> <p>Know that Egyptians believed in many gods and the afterlife and</p> |



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|   |  |  | <p>changed through the Anglo-Saxon period.</p> <p>Understand what Saxon Hoo and the Staffordshire Hoard tell us about Anglo-Saxon civilisation.</p>  | <p>how this affected Ancient Egyptian civilisation.</p> |
|   |  |  | <b>Tudors:</b>   |   |
| 5 | <p>Sequence a range of people, events, objects, themes, societies and periods studied on a timeline using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p> <p>Demonstrate secure chronological awareness of concepts, events and people.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Use a range of words and phrases relating to the passing of time; continuity, legacy, social, religious, political, technological and cultural.</p> |  | <p>Know that Henry VII bought peace by uniting two opposing families- the Lancastrians and Yorkists.</p> <p>Know that The Tudor dynasty started when Henry VII won the Battle of Bosworth field.</p> <p>Know that Henry VIII was the second Tudor king after his father Henry VII.</p> <p>Understand how the 'Field of the Cloth of Gold' image illustrates the magnificence of Henry VIII's court.</p> <p>Understand Henry VIII's lifestyle, rules and the significance of his six wives.</p> <p>Know that the Reformation was when the Protestant church split from the Catholic church.</p> <p>Know that Henry VIII created the</p> |   |



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|  |  |  | <p>Church of England- a Protestant version of Christianity.</p> <p>Understand the significance about the religious tensions, between Catholicism and Protestantism, that developed with each new monarch who rose to the throne.</p> <p>Know that King Philip's plotted to overthrow Elizabeth I and ultimately, her victory over the Spanish Armada.</p>   |  |
|  |  |  | <b>Vikings:</b>   |  |
|  |  |  | <p>Know that the Vikings were called Danes as many came from Denmark.</p> <p>Understand the significance of the Lindisfarne attack.</p> <p>Understand why the Vikings raided Britain.</p> <p>Understand how the Vikings took control over many parts of Britain.</p> <p>Understand the significance of the events related to King Alfred.</p> <p>Understand what York tells us about Viking life.</p> |  |



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|  |  |  | Understand the makeup of England's people and places at the end of the period.  |  |
|  |  |  | <b>Victorians:</b>  |  |
|  |  |  | <p>Know when the Victorian era was.</p> <p>Know that during Victorian era the British Empire was the biggest empire ever seen.</p> <p>Understand the importance of the British Empire as a global industrial leader.</p> <p>Understand the difference between lives of rich and poor during the Victorian era.</p> <p>Understand how settlements and employment changed during the Victorian era.</p> <p>Understand how key inventions and discoveries impacted change during the Victoria era.</p> <p>Understand the significance of social reform during the Victorian era.</p> <p>Understand how the monarchy changed during the Victoria era.</p> |  |



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|   |   |  | <b>Crime and Punishment:</b>  | <b>Ancient Maya:</b>   |
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| 6 | <p>Place the era/period studied on a timeline including other periods studied. Include timeline division of BC and AD.</p> <p>Sequence a range of people, events, objects, themes, societies and periods studied on a timeline using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p> <p>Demonstrate secure chronological awareness of concepts, events and people.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Use a range of words and phrases relating to the passing of time; Primary, secondary, reliability and bias.</p> |  | <p>NEEDS CHECKING AND CHANGING</p> <p>Understand changes in crime and punishment and how this reflects society over time.</p> <p>Links between Medieval, Victorian and Modern Day.</p> <p>Links between daily life, employment and crime.</p> <p>To know that justice in Anglo-Saxon Britain was the responsibility of the local community with some involvement of the king and church.</p> <p>Religion, treatment of women and children (<b>Ensure balanced arguments when discussing changes in this theme to religion</b>).</p> <p>Early modern England- c.1500- c.1700 saw new crimes because of religious and political upheaval.</p> | <p>Know that the Maya are a civilisation from Central America that existed between 1800BC-900AD.</p> <p>Know the features of an Ancient Maya city and what this tells us about the Ancient Mayan civilisation.</p> <p>Understand how their beliefs influenced Ancient Maya civilisation including rituals, calendars.</p> <p>Understand how the Mesoamerican landscape influenced Ancient Myan civilisation.</p> <p>Understand the importance of the cocoa crop to the Ancient Mayans and today.</p> <p>Understand what archeological discoveries tell us about the Ancient Maya civilisation.</p> |



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|  |  |  | Modern Britain- c.1900- present saw changes due to technology, attitudes of society including abolition of the death penalty.   |  |
|  |  |  | <b>Equality in History:</b>   |  |
|  |  |  | <p>To understand the life and achievements of significant people in history and how this is significant for gender equality (Amelia Earhart, Marie Curie, Emmeline Pankhurst, Coco Chanel).</p> <p>To understand the impact that the suffragettes had on women's right to vote.</p> <p>To know that there were some jobs throughout history that women did not do and the reasons why and how this has changed.</p> <p>To understand the impact that WWII had on women's employment.</p> <p>To understand how women's access to competitive sport has changed throughout history.</p> |  |



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|  |  |  | To understand how the lifestyles of men and women have changed throughout history. |  |
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