

Minchinhampton C of E Primary Academy Milestones – HISTORY

Definitions:

Substantive knowledge: factual knowledge of the past - key events, place, people etc. Substantive knowledge is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge.

Generative knowledge: can be categorised into '**substantive concepts** and abstract concepts.

Substantive concepts: eg invasion, empire, settlement, social history, crime and punishment, communication and invention.

Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded through the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts,

Abstract concepts: eg chronological knowledge is knowledge relating to broader developments and the features of historical periods.

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint. Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry.

Subject specifics	By the end of KS1	By the end of LKS2	By the end of UKS2
Disciplinary Knowledge			
Historical Enquiry (asking questions, using sources and evidence to construct and challenge the past, and communicating ideas)	<p>To look at simple artefacts and pictures to ask questions about the past.</p> <p>To look at a source to find answers to questions about the past.</p> <p>To choose and select evidence (from a selection provided) and say how it can be used to find out about the past</p>	<p>Find out about the past/ a past event from a range of evidence e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. Eg Able to explain how artefacts were used in Roman times</p> <p>To begin to undertake own research. To devise own questions to find answers about the past/ carry out research. To suggest sources of evidence to help answer the questions/ present a picture of life in the past. Eg Able to explain what an archaeologist does. Able to explain their thoughts on how Tutankhamun died. Able to discuss the morality of digging up the past. The Story of Howard Carter</p> <p>To compare different accounts of an event and explain why they may differ.</p>	<p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Evidence to include a range of primary and secondary sources</p> <p>To recognise sources as either primary or secondary.</p> <p>To investigate own lines of enquiry by posing historically valid questions to answer.</p> <p>To use sources of information to form testable hypothesis about the past. To locate and analyse relevant information to justify hypotheses. Collect and record information and draw conclusions. Suggest omissions and the means of finding out.</p> <p>eg Know what life was like for an evacuee in Minchinhampton, referring to sources</p>

<p>Continuity and Change</p> <p>-analysing the pace, nature and extent of change</p>	<p>Identify differences between life in the present and life in the past and give reasons for these differences.</p> <p>Eg How were the Commons used in the past and now? Why?</p> <p>E.g What animals would live in wooded areas in the past compared to now?</p> <p>To explain how people and events in the past have influenced life today.</p> <p>Eg How did the first flight influence modern air travel</p>	<p>Describe and make links (connections and contrasts) between aspects of history- between events, situations, people and artefacts studied.</p> <p>To do this within a period/society</p> <p>Eg How did Britain become part of the Roman empire? What did Britain get from the Romans?</p>	<p>Describe and make links (identifying connections, contrasts, relationships, trends) between aspects of history- between events, situations, people and artefacts studied.</p> <p>To do this across different periods and societies.</p> <p>eg What would this area have looked like in the Bronze Age? 50% forest, other creatures that are now extinct such as wolf, bear, beaver, auroch, wild boar and lynx. How would the village have looked in 1939?</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past and making these links</p>
<p>Cause and Consequence</p> <p>Selecting information that might be deemed a cause/ shaping it into causal explanations</p> <p>Understanding the relationship</p>	<p>To recognise some causes to historical events.</p> <p>Eg Why did Wangari Maathai cause a Green Belt Movement?</p>	<p>To find out about the cause of an event.</p> <p>Eg How did the army help to expand the Roman empire?</p> <p>To explain how people and events in the past have influenced life today.</p>	<p>To examine causes and results of great events and the impact these had on people.</p> <p>eg How did the Battle of Britain and Blitz affect people's lives?</p>

<p>between an event and other future events.</p>	<p>To understand that there are reasons why people in the past acted as they did.</p> <p>E.g Why did the Wright Brothers find it difficult to make a plane?</p>		<p>How did female jobs in WW2 affect equality in Britain?</p> <p>To identify key consequences over a period of time and be able to give reasons for those changes.</p> <p>eg why is the tree cover and biodiversity in this area different to how it was in the bronze age?</p>
<p>Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.</p>	<p>To identify some similarities and differences between individuals / between places</p> <p>e.g. How was Helen Sharman's trip different to Christopher Columbus or Orville and Wilbur Wright?</p>	<p>To find and explain similarities and differences between societies e.g. or between an aspect of society e.g. Able to explain the differences between how Vikings lived at home vs how they lived at sea</p>	<p>To analyse and explain the extent and type of difference/ similarity between people, groups, experiences or places in the same historical period; their ideas, beliefs, attitudes.</p> <p>eg How equal were men and women during WW2?</p>
<p>Historical significance Understanding how and why historical events, trends and individuals are thought of as being important.</p>	<p>Explain why certain individuals were important in a period/context giving reasons (achievements and impact)</p> <p>Eg To know about the first aeroplane flight's impact on modern travel</p>	<p>To identify and explain why the contribution of certain people/events/ developments are significant in the wider context of history</p> <p>e.g. advancements in technology in the Mayan civilisation.</p> <p>Eg What have the Romans given us in today's world? Why have they had such</p>	<p>To identify and explain how significant people, events , developments left a legacy or were a turning point in history</p> <p>eg the achievements of women in the war effort and how it improved equality; how the victory of the Battle of Britain prevented the invasion of Britain in WW2.</p>

		an impact and yet weren't the last to invade Britain?	
Historical interpretations Understanding how and why different accounts of the past are constructed	Identify different ways the past is represented Compare pictures or photographs of people or events in the past. To discuss how we know about events and what that could mean to our understanding of events Eg Why did we need to read the Wright brothers diary to find out about the first flight?	To find and analyse a wide range of evidence about the past. To investigate different accounts of historical events. To look at more than two versions of the same event or story in history and identify differences and be able to explain some of the reasons why the accounts may be different Evaluate the usefulness of different sources	When using primary and secondary sources to deduce information about the past, be aware that different evidence will lead to different conclusions. Show an awareness of the concept of propaganda and how historians need to understand the social context of evidence studied. To evaluate the usefulness of different sources. Eg look at evidence from WW2 and discuss its intended audience (lots of propaganda material) Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why eg Discussion re were the Aztecs / Maya savages as portrayed by some of the explorers? To consider different ways of checking the accuracy of interpretations of the

			past. Be able to analyse and evaluate interpretations, explaining and justifying reasons.
Substantive Knowledge:			
Chronology	<ul style="list-style-type: none"> Be able to order key events within living memory and the 20th century Helen Sharman (Astro Girl); Local events- the history of cows grazing on the Common 	<ul style="list-style-type: none"> Begin to be able to place events, people and changes into different periods of time Y3/4: Tutankhamun and Howard Carter; Roman Britain (local history); The Vikings Use dates to place events from periods studied on timeline 	<ul style="list-style-type: none"> Be able to place events, people and changes within a chronological framework: Y5/6: The Maya and Aztecs; World War 2; the Bronze Age (local history), in wider context of Stone Age and Iron Age

	<ul style="list-style-type: none"> • The First Flight (Wright Brothers); • the life of Wangari Maathai • Identify similarities/differences between periods events/objects/people • Know where people, places and events fit within a chronological framework • Use dates where appropriate 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other and previous studies <p>43AD – 410AD Romans</p> <p>449AD – 1066AD Anglo Saxons</p> <p>793AD – 1066 Viking</p>	<ul style="list-style-type: none"> • Use the chronological framework of British history – e.g. Stone Age to present day • Place current study on timeline in relation to other and previous studies • Note trends over time • Establish clear narratives within and across periods of study • Make links between different times in the past noting connections and contrasts over time
Historical Terms	<ul style="list-style-type: none"> • Use wide vocab of everyday historical terms such as evidence, and the passing of time: in the past, last week, last/previous century, parents, grandparent, 100 years ago 	<ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Begin to understand more complex terms e.g. primary source, secondary source, artefact, chronological, BC/AD or BCE/CE • Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc. 	<ul style="list-style-type: none"> • Use dates and terms and conventions appropriately – e.g. era, time period, prehistoric, BC/AD or BCE/CE etc. • Understand more complex terms e.g. primary source, secondary source, artefact, chronological, reliability, bias and propaganda
Key Concept: Invasion / Empire	<p>Helen Sharman and Columbus</p> <p>To explore similarities and differences in their exploring and travel</p> <p>To know that these two individuals lived in very different times</p>	<p>Why were the Romans so successful at invading? (How and why did they get so far?)</p> <p>To map how the Roman Empire grew</p> <p>To know that the Britain was once part of the Roman Empire.</p>	<p>To know key facts about the Maya Civilisation</p> <p>To know some of the countries which were involved in WW2</p> <p>To know that the Battle of Britain prevented the land invasion of Britain by Nazi Germany</p>

		<p>To know that Claudius successfully invaded Britain in 43AD.</p> <p>To know that Julius Caesar invaded Britain twice in 55BC and 54BC.</p> <p>To know the impact Romans had on Britain.</p> <p>To know about the invasion of the Anglo-Saxons.</p> <p>To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain.</p> <p>They travelled from Scandinavia and landed in Lindisfarne.</p> <p>To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England</p> <p>Why were the Vikings so successful at raiding and invading? (How and why did they get so far?)</p>	<p>To know what the Blitz and Battle of Britain were and the impact it had on people's lives, including children</p>
<p>Key concept: Settlement/ social history</p>	<p>Wangari Maathai – what was the Green Belt Movement, why did she win a Nobel peace prize?</p> <p>Why is Helen Sharman significant? Why can we compare her to Columbus?</p> <p>Local Area – why is Minchinhampton here? Why are the commons protected?</p>	<p>To know the religion and gods of Ancient Egypt.</p> <p>To know the housing and class system of Ancient Egypt</p> <p>To know death and burial rituals (mummification)</p> <p>To know some settlements of the Romans.</p> <p>Discuss the impact of the Norse mythology (Yggdrasil and the Gods)</p>	<p>To know Mayan/Aztec beliefs, food, diet and buildings.</p> <p>To know that children were evacuated during WW2 and the benefits of this.</p> <p>How equally were men and women treated during WW2?</p> <p>To know about the role of women in WW2</p> <p>To know the effects of the war on the lives of everyday people</p>

			<p>To know that stone age and bronze age people were hunter gatherers (becoming farmers)</p> <p>To know what life would have been like for Bronze Age people: shelters, clothes, tools and weapons</p> <p>Know that the Tingle Stone and Long Stone probably marked long barrows, which were used as burial chambers (places where the bodies or ashes of loved ones were put).</p>
<p>Key concept: Crime and Punishment</p>	<ul style="list-style-type: none"> Why was Wangari Maathai punished by the government? 		<p>Know that in the Aztec and Maya civilisations, punishments were given to children</p> <p>Know who, how and why were people sacrificed by the Aztec and Maya people.</p>
<p>Key concept: Communication and invention</p>	<p>How did the Wright brothers invent aircraft?</p> <p>To know about the first aeroplane flight and its impact on modern travel</p> <p>To know that Helen Sharman plays a part in the history of space travel.</p>	<p>To know how the Egyptians used the River Nile for their way of life</p> <p>Able to explain why the Vikings built boats and how they were used in their life (hunting/war/burial)</p>	<p>Maya / Aztec: The invention of hot chocolate and the global spread of American plants / foods such as maize, cocoa, tobacco and coffee.</p> <p>Developments in terms of materials and tools used by humans to live, hunt and farm from the neolithic stone age to the bronze age.</p> <p>WW2: Use of propaganda</p>

			Development of technology in WW2: radar and rockets
Topics	<p>First Flight- Key event</p> <p>Wangari Maathai and the Green Belt movement - sig ind.</p> <p>Helen Sharman with C Columbus – sig Ind</p> <p>Local History – cows and the commons</p>	<p>Egyptians</p> <p>Romans</p> <p>Vikings</p>	<p>Aztecs and Mayans</p> <p>WW2</p> <p>Stone Age</p>