

<b>Substantive Knowledge</b>			
<b>Living memory</b>	<b>Significant events and people</b>	<b>British Chronology</b>	<b>Ancients</b>
<p>Know who is part of my family</p> <p>Know that my mummy and daddy played with different toys as children</p> <p>Know how different life was when my mummy and daddy were children</p> <p>Know what we mean by a family tree and know what mine looks like</p> <p>Know why my family is important to me</p> <p>Know why we have a birthday party?</p> <p>Know how to care for a baby in a family?</p> <p>What toys did my grandparents play with?</p> <p>Were boys' toys very different to girls' toys?</p> <p>What were toys like before batteries?</p> <p>What else has changed over the years?</p> <p>Why am I pleased to live now and not a long time ago?</p> <p>Know what: baptism, harvest, Remembrance Day, Diwali, Bonfire Night, Christmas, Chinese New Year, Easter, St George's Day, Shrove Tuesday, Mother's Day, Father's Day, Eid is and when and how is it celebrated</p> <p>Know who Queen Elizabeth II is and how long she reigned for</p> <p>Know who King Charles III is and what he does</p> <p>Know what a timeline is</p>			

Know how different our grandparents' toys were	Know about people who did something in the past that has impacted on our lives today	Know that castles were built to keep people safe and secure	Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them
Know what our grandparents' school days were like.	Know about people who have contributed much to the lives of black people	Know that there are many stories associated with castles	Know about the link between the Ancient Egyptians and slavery
Know how shopping habits have changed over the past 50 years.	Know about people who have contributed much to the lives of women	Know that there is probably a castle not very far away from where you live	Know why the Pharaohs were so powerful
Know how birthday celebrations for children have changed over the past 50 years.	Know about a famous event from the past that we still talk about today	Know the names of the different features of a castle	Know why the pyramids were created
Know how what we eat on a daily basis has changed over the past 50 years.	Know about people who have put their lives in danger to make the world a better place	Know how Britain changed between the beginning of the stone age and the iron age	Know about how the Ancient Egyptians were influenced by their Gods
Know where London is.	Know the impact that the industrial revolution had on working and living condition	Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of iron age hill forts	Know where Greece is
Know that a great fire engulfed London in the past	Know that Sir Richard Arkwright is strongly associated with Cromford	Know what is meant by hunter gatherers	Know that the ancient Greeks were an advanced civilization
Know that they found it difficult to control the fire	Know about why Cromford is famous	Know why the Romans came to Britain.	Know that Spartans and Athenians often battled for supremacy

Know that much of what we know about the fire comes from the diary of Samuel Pepys	Know that Cromford is home to the first Water powered Mill	Know what the Romans did to improve Britain.	Know that ancient Greeks believed in a number of gods
Know how firefighting equipment has changed over the years	Know why Cromford Canal was built.	Know why many Britons were opposed to the Roman occupation	Know that the ancient Greeks were responsible for starting the Olympic movement
		Know why the Romans left Britain	Know that ancient Greeks have been associated with the birth of democracy
		Know about how the Anglo-Saxons attempted to bring about law and order into the country	Know where the Middle East is and particularly, Baghdad
		Know that during the Anglo-Saxon period, Britain was divided into many kingdoms	Know that the house of wisdom was similar to a modern university or library
		Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	Know that the Islamic civilization around 900AD was known as the Golden Age because of the positive things they brought the world
		Know where the Vikings originated from and show this on a map	Know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned

		Know that the Vikings and Anglo-Saxons were often in conflict	Know about the Prophet Muhammad and know key facts about his life
		Know why the Vikings frequently won battles with the Anglo-Saxons	Know how and why the Golden Age came to an end
		Know the dates that WW2 started and ended.	
		Know about the main events that led to WW2 beginning.	
		Know about the significant leaders such as Hitler and Churchill.	
		Know the names of the countries that supported Britain.	
		Know the impact that the war had on ordinary people.	

Disciplinary Knowledge		
Chronology & Causation	Historical Enquiry	Historical Significance & Interpretation
To know the difference between old and new	Ask questions or make remarks about illustrations in a book they are reading which may be set in the past	Give a reason for why something has changed between now and the past
To know the difference between long ago and now		Look at / touch objects from the past and comment on appearance

Nursery

Reception.

Y1/2 Cycle A

Y1/2 Cycle B

Year 3/4 Cycle A

Year 3/4 Cycle B

Year 5/6 Cycle A

Year 5/6 Cycle B

To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order	Begin to recognise that characters in a book they know acted as they did because it was a long time ago	Recognise that the past is different from today
To understand that their life is different to the lives of people in the past		
To understand the past through settings, characters and events encountered in books read in class and storytelling		
Use words like today, tomorrow, yesterday, last week, last year, in the past, old and new		
To appreciate the difference between long ago and very long ago	Respond to simple questions about the past	Appreciate that stories past down through time are prone to exaggeration and some inaccuracy
Create a simple timeline to capture recent events	Observe and handle artefacts and ask simple questions about the past	Begin to identify and recount historic details from the past from sources e.g. pictures/ stories
Recognise that familiar objects we have today would have been different in the past, i.e., telephone	Offer an opinion as to why something may have happened in the past and why they know	Able to talk about some people and events that they have studied and give reasons for their actions
Begin to appreciate what a timeline is by looking at a time line over the past 10 years	Look carefully at pictures and objects to find information.	Consider the differences between 'long ago' and 'now'
Know where the people and events studied fit into a basic timeline	Find answers and respond to simple questions about the past.	Be aware of how we know about events from the past and potential for evidence to be interpreted differently
Recognise that stories they have read help them understand about the differences that exists	Choose and select evidence and say how it can be used to find out about the past	To identify similarities and differences between different times

between the place they live in and places in the past		
Organise a number of artefacts by age	Understand some ways we find out about the past	Know about people in the past who have contributed to national and international achievements
Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	Recognise the importance of basing ideas on evidence	Recount historic details from eye-witness accounts, photos and artefacts
Able to point out similarities and differences between ways of life at different times	Develop the idea of presenting an idea and raising questions about the past	Develop an awareness of the past and comment on how they found out
		Know that information about past events that have been passed down by word of mouth can be unreliable
		Begin to reflect on the significance of what has been learnt from the past
Begin to understand that the past is divided into different named periods of time	Use a variety of sources to collect information about the past	Observe and use pictures, photographs and artefacts to find out about the past
Able to use dates to explain British, local and world history	Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past	Use stories or accounts to distinguish between fact and fiction
Start using a timeline that identifies different centuries	Explain that there are different types of evidence and sources that can be used to help represent the past	Explain that there are different types of evidence and sources that can be used to help represent the past

Use appropriate dates and chronological conventions, e.g., BC, BCE and AD	Know the difference between primary and secondary sources of evidence	Recognise the impact that bias has on historical events
Put artefacts or information in chronological order from a long time ago	Use a range of sources to collect information about the past	Know that historical recounts are prone to exaggeration
Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore	Construct informed responses about one aspect of life	Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
Place events, people and changes of British, local and world history, on a timeline		Talk about the impact of a past action on our lives today
Accurately set out different events onto a timeline		Talk about similarities and differences between different times in the past according to the periods of history studied
Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation		Look at more than two versions of the same event or story in history and identifies differences
Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart		Know that much of what is presented as historical fact is based on limited information
Use a timeline in relation to the unit being studied.		Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied
Use words and phrases: century, decade		Start to compare two versions of a past event
Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.		

Have a secure understanding of a British timeline that extends from the Stone Age to the present day	Recognise when they are using primary and secondary sources of information to investigate the past	Show an awareness of the concept of propaganda and censorship
Show a chronologically secure knowledge and understanding of local, national and global history	Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	Find and analyse a wide range of evidence about the past
Tell the story of events within and across the time periods studied	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	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
Describe connections, contrasts and trends over short and longer time periods	Use a variety of sources to collect information about the past	Consider different ways of checking the accuracy of interpretations of the past
		Realise that there is often not a single answer to historical questions
Order an increasing number of significant events, movements and dates on a timeline using dates accurately;	Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past	Know that much of what is presented as historical fact is based on limited information
Accurately use dates and terms to describe historical events;	Explain that there are different types of evidence and sources that can be used to help represent the past	Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied
Know and describe in some detail the main changes to an aspect in a period of history being studied	Investigate own lines of enquiry by posing historically valid questions to answer	Start to compare two versions of a past event

Begin to understand that the past is divided into different named periods of time	Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Observe and use pictures, photographs and artefacts to find out about the past
Able to use dates to explain British, local and world history		Start to use stories or accounts to distinguish between fact and fiction
Start using a timeline that identifies different centuries	Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time	Explain that there are different types of evidence and sources that can be used to help represent the past
Use appropriate dates and chronological conventions, e.g., BC, BCE and AD		Find and analyse a wide range of evidence about the past
Put artefacts or information in chronological order from a long time ago		Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore		Consider different ways of checking the accuracy of interpretations of the past
Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world		Know the difference between primary and secondary evidence and the impact of this on reliability
Use timelines to demonstrate changes and developments in culture, technology, religion and society.		Understand the importance of propaganda and censorship and that they are sometimes necessary

Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.		Understand that people in the past represent events or ideas in a way that may be to persuade others.
Know date of any significant event studied from past and place it correctly on a timeline		Form own opinions about historical events from a range of sources