HISTORY
Subject Profile

Last updated 1.10.25

	Substantive Knowledge End Points **Includes:** Declarative knowledge ***To know (that)…*** Procedural knowledge ***To know how to…***	**Substantive Knowledge Strands** **Chronology** **Technology** **Empire** **Civilisation** **Trade** **Religion** **Invasion** **Social Class** **Monarchy** **Revolution**	**Disciplinary Knowledge (what an expert does)** **Sources & Evidence** **Historical Interpretations** **Cause & Consequence** **Change & Continuity (change over time)** **Similarity & Difference (within the same time period)** **Historical Significance (individuals and events)**
Reception			
Understanding the World: Past and Present	*To know:* • some simple similarities and differences between things in the past and now • about their own history and talk about it • that everyday jobs and environments look different in the past	**Chronology (The past)** **Social Class (community)** **Monarchy**	Sources & Evidence Change & Continuity (change over time) Historical Significance (individuals and events)
YEAR 1			
Queen Victoria and King Charles III	*To know:* • when Queen Victoria lived and compare her to our current monarch • what school was like in the Victorian times compared to today • what it was like to be a child in the Victorian times compared to today	**Chronology** **Monarchy** **Social class**	Historical Significance (individuals and events) Change & Continuity
Changes in transport within living memory	*To know:* • different ways we travel using different modes of transport	**Chronology** **Technology**	Sources & Evidence Change & Continuity

	• how transport has changed and developed over time • the changes in transport over time and how it has impacted our lives	**Trade**	
Mrs Greville – a local history study	*To know:* • what and where Polesden Lacey is • who Mrs Greville was and when she lived • what houses were like in the past and compare it to ours now	**Chronology** **Social Class**	Historical Significance Sources and evidence Change & Continuity
YEAR 2			
Events and people we commemorate	*To know:* • who Guy Fawkes was and what the gunpowder plot was • why we celebrate Fireworks night • why and how we commemorate Remembrance Day • who Florence Nightingale was and why we remember her	**Chronology** **Religion** **Monarchy**	Sources & Evidence Cause & Consequence Change & Continuity (change over time) Historical Significance (individuals and events)
Great Fire of London	*To know:* • when and why the Great Fire of London started • that because of the Great Fire of London, the first fire brigade was formed • the changes and similarities between the fire services in London then and now • who Samuel Pepys was and the importance of his diary	**Chronology** **Social Class** **Monarchy**	Sources & Evidence Cause & Consequence Change & Continuity (change over time) Historical Significance (individuals and events)
Inventions and innovators	*To know:* • the importance and impact of significant inventions, *e.g. phones, internet, windscreen wipers, traffic lights* • the importance and impact of significant inventors*. e.g. Alexander Graham Bell, Tim Berners Lee & Steve Jobs, Mary Anderson, Garrett Morgan*	**Chronology** **Technology**	Sources & Evidence Change & Continuity (change over time) Historical Significance (individuals and events)

	• which inventions in technology have changed communications • that some inventions in transport have changed road behaviour and improved safety		

YEAR 3			
History of Bookham – a local history study	*To know:* • how Bookham High Street has changed since 1902. • people of historical significance in the Bookham area and what they did. • how Eastwick School has changed over time.	**Chronology** **Technology** **Religion**	Sources & Evidence Change & Continuity (change over time) Historical Significance (individuals and events)
The Stone Age to the Iron Age	*To know:* • when Stone Age people lived • how Stone Age people lived • how Bronze Age people lived • how Iron Age people lived • comparisons between the Stone Age, Bronze Age and Iron Age	**Chronology** **Invasion** **Technology**	Sources & Evidence Historical Interpretations Change & Continuity (change over time)
Ancient Egypt	*To know:* • people of historical significance in Ancient Egypt and what they did (pharaohs, Cleopatra, Tutankhamun) • the names of some Egyptian Gods and why they were important • the different roles of people in Ancient Egyptian society, farmer, slaves, merchants, pharaohs. • how Ancient Egyptians communicated	**Chronology** **Religion** **Social Class** **Empire**	Sources & Evidence Historical Significance (individuals and events) Cause & Consequence
YEAR 4			
Mayans	*To know:* • who the Mayan people were, and where and when they lived • how the Maya lived their daily life • that the Mayans had different social classes. • what significant foods were eaten by the Mayan people • how Mayan civilization compared to Anglo Saxon Britain	**Chronology** **Empire** **Civilisation** **Social Class** **Monarchy (royalty)**	Sources & Evidence (secondary) Historical Interpretations Similarity & Difference (within the same time period) Historical Significance (individuals and events)

Tudors	*To know:* • when and how the Tudor dynasty began. • how and why Henry VIII established the Church of England • how people lived during Tudor times • the significance of Elizabeth I	**Chronology** **Technology** **Religion** **Monarchy**	Sources & Evidence Cause & Consequence Similarity & Difference (within the same time period) Change & Continuity (change over time) Historical Significance (individuals and events)
The Roman Empire and its impact on Britain	*To know:* • that there were 3 Roman invasions of Britain between 55BC and 43AD. • the significance of the Roman Empire by AD 42 and the power of its army. • about the British resistance by Boudicca and how they fought back. • about the Romanisation of Britain • the impact of technology, culture and beliefs on Britain.	**Chronology** **Technology** **Empire** **Trade** **Religion** **Invasion**	Sources & Evidence Cause & Consequence Historical Significance (individuals and events)
YEAR 5			
Anglo-Saxons	*To know:* • why the Romans left Britain • examples of Anglo-Saxon art and culture • how modern British life have been influenced by Anglo-Saxon invasions • why Alfred the Great was significant	**Chronology** **Civilisation** **Invasion**	Sources & Evidence Historical Interpretations Cause & Consequence Historical Significance (individuals and events)
The Vikings in Britain	*To know:* • Why the Vikings invaded Britain • The importance of Viking trade • To know that Edward the Confessor died in 1066	**Chronology** **Technology** **Invasion** **Monarch**	Similarity & Difference (within the same time period) Sources & Evidence Change & Continuity (change over time)

Ancient Greece	*To know:* • key differences between life in Athens and life in Sparta • significant Greek Gods and describe their characteristics • how the Olympics started and how it has developed • key features of Greek architecture and the influence on the Western world.	**Chronology** **Religion** **Civilisation**	Sources & Evidence Cause & Consequence Historical Significance Similarity & Difference
YEAR 6			
Twentieth Century Conflict	*To know:* • when and why the First World War started • what life in the trenches was like for soldiers • when and why World War II started • what life was like for British people during the Blitz • what British evacuees experienced during World War II	**Chronology** **Invasion** **Empire**	Sources & Evidence Cause & Consequence Historical Significance Similarity & Difference
Kingdom of Benin	*To know:* • The Kingdom of Benin was founded around 900AD by the Edo people. • Benin was ruled by Ogisos and Obas and how these compare to British monarchs. • The different roles of people in Benin and how these contrast to Britain.	**Chronology** **Monarchy** **Trade** **Social Class**	Sources & Evidence Similarity & Difference Historical Significance
Civil Rights Revolution	*To know:* • What the Atlantic Slave Trade was and the key individuals involved in its abolishment. • What the Windrush migration was and the impact it had on Britain. • Who the Suffragettes were and what they achieved. • To know the contribution of significant individuals in the American Civil Rights movement	**Chronology** **Empire** **Revolution**	Sources & Evidence Historical Interpretations Cause & Consequence Change & Continuity Historical Significance

Key Stage 1 National Curriculum Expectations	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality.
Key Stage 2 National Curriculum Expectations	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.