

History SUBSTANTIVE knowledge progression overview

Substantive knowledge is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Hollybrook we have arranged our DT knowledge under 6 main concepts of significance, chronology, cause, changes, similarities and differences and change and continuity.

At Hollybrook our children will know the following:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significance	• To talk about past events and to remember their own events from their lives so far.	• To recognise and describe special times and events for family and friends. • Recognises that some people in the past were significant and we remember them. • To know the significance of the three queens – Queen Victoria, Queen Elizabeth I and Queen Elizabeth II. • To know how significant seaside holidays were to British people.	• To recognise and discuss who was important (e.g. in a simple historical account). • To know the significance of Florence Nightingale and the consequences of her actions in nursing. • To know who Samuel Pepys was, and why he is significant. • To analyse the significance of the Titanic.	• To understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time.) • To know the significance of the discovery of Tutankhamun's tomb. • To use sources to analyse the significance of the pyramids. • To know the significance of the Shang Dynasty. • To understand the significance of Fu Hao and how archaeologists know about her.	• To identify significance reveals something about history or contemporary life. • To know the significance of the three Tudor monarchs: Henry VIII, Elizabeth I and Mary Queen of Scots. • To know the significance of the Roman Empire and the effect it had on the world. • To know the significance of Boudicca and how she tried to defend her tribe from the Romans. • To understand the significance of the lasting legacy of the Ancient Greeks,	• To use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. • To know the significance of the Ancient Islamic Civilisation and the impact they had and the length of time they lasted. • To know the significance of Saxon ship burials. • To evaluate the significance of the city of Baghdad and how to compares to other contemporary cities. • To know that Southampton was a significant trading settlement and	• To make judgements about historical significance against criteria. • To recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance). • To know the significance of written sources about the Viking and evaluate their reputation. • To know the significance of Benin and what the empire accomplished. • To know the significance of the Benin Bronzes and

					with particular reference to democracy. • To recognise the significance of the Roman civilisation on today's society.	that is the cause of its prosperity. • To know the significance of the Royal Mint being in Southampton and Series H silver pennies were minted here. • To know the role Winchester played in Anglo Saxon times. • To know the role Alfred the Great played in establishing the Danelaw.	what controversies have been caused surrounding them.
Chronology	• To order their major life events so far.	• To create simple timelines to sequence processes, events, objects within their own experience. • Confidently use vocabulary associated with the past, (e.g. *old and new, then and now*). • To know the order of which the queens reigned.	• Realises that historians use dates to describe events. • Use phrases describing intervals of time, (e.g. *before, after, at the same time*, etc.) • To know the chronology of Florence Nightingale's life. • To understand where the sinking fits in time with other periods of history I know about.	• To use and understand phrases such as *'over three hundred years ago'*, and *AD/BC* or *BCE/CE*. • To describe the connections between other civilisations and time periods (for example, the Stone Age and the Egyptians). • To develop my internal chronology by comparing Ancient Egypt to other contemporary civilisations.	• Begin to understand historical periods overlap and vary in length. • To use more precise chronological vocabulary • To know the order of the monarchs in the Tudor period. • To know when the Romans' invasions started and when the Roman Empire collapsed.	• Understand that past civilisations overlap with others in different parts of the world, and that their respective duration vary. • To know the timeline of the Ancient Islamic Civilisation and the land they conquered in this time.	• To accurately place civilisations / periods studied in chronological order, and may take account of some overlap in duration and intervals between time. • To be able to place historical and archaeological sources in a chronology. • To compare the chronology of the Kingdom of Benin, and Britain and other global civilisations.

Cause	• To begin to know why I can understand more recent memories more easily.	• To give simple explanations why a person from the past acted as they did and discuss the consequences of those actions. • To have a simple understanding of the cause of the boom in seaside holidays in Britain.	• To describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results. • To know the cause of Florence Nightingale going to Crimea. • To know the cause and consequence of the sinking of the Titanic.	• To describe the causes and/or consequences of an important historical event, offering more than one example of its results. • To know what caused the end of the Shang Dynasty.	• To describe with simple examples different types of causes seeing that events happen for different reasons, not just human action. • To know and describe why the Roman Empire came to an end. • To know how the materials for houses have changed over time. • To understand the reasons behind the invasion of Britain. • To know what the War of the Roses was, why it happened, and what it changed for Britain. • To understand the chronology behind the dissolution of the monasteries.	• To explain consequences in terms of immediate and longer-term effects and/or that people were affected differently. • To link causes or explain that one cause might be linked to another making an event much more likely to happen. • To know the cause and consequence of the rapid spread of the Islamic Empire. • To know how close Britain came to being completely conquered by Vikings.	• To explain the causes **and** consequences of quite complex events, even though they might still link some in a simple way. • To analyse the cause and consequence of the Viking invasions. • To understand the consequence of European traders going to Benin.

Similarities and Differences	• To identify kitchen items from the past.	• Recognises that buildings, clothing, transport or technology could be different in the past. • Shows awareness of significant features not seen today. • To compare the three different queens. • Compare and contrast toys from the past and now. • Recognise the similarities and differences in transport throughout the queens' reigns. • To name some similarities and differences between seaside holidays now and seaside holidays in the past.	• Recognises and describes in simple terms some characteristic features of a person or period studied. • Increasingly uses period specific language in explanations. • To describe the **similarities and differences** between Florence Nightingale and Mary Seacole. • To know that different people had different experiences on board the Titanic. •	• To describe main features associated with period / civilisation studied, mostly using period specific language. • To begin to compare these time periods to today. • To describe the similarities and differences between the Shang Dynasty and the Ancient Egyptians and the Stone Age/Neolithic. • To know the similarities and differences between how men, women and children lived. • To compare the similarities and differences between the Shang Dynasty and other ancient civilisations •	• To give simple explanations that not everyone in the past lived in the same way. • To consistently use period specific language in explanations. • To understand the similarities and differences between Mary I and her father, Henry VIII. • To compare Tudor monarchs with today's royal family to reflect on similarities, differences, changes and continuities. •	• Understand that some past civilisations in different parts of the world have some important similarities. • To identify and make links between significant characteristics of a period / civilisations studied, other studied previously and today. • To know the similarities and differences between rich and poor people's lives during the Early Islamic Civilisation. •	• To contrast and make some significant links between civilisations / periods studied. • To give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied. • To know the similarities and differences between how different people lived in society in the Kingdom of Benin.

Change and Continuity	• To know that I will continue to change as I grow up. • To know how I have changed over time.	• To match old objects to people or situations from the past. • To describe how some aspects of life today differ from the past using simple historical vocabulary. • To know how seaside holidays have changed over time.	• To discuss similarities and differences not just between *then and now*, but also between *then and another then*. • To know the **change and continuity** of Florence Nightingale's and Mary Seacole's life during and after the war. • To describe the changes Florence Nightingale introduced. • To recognise the changes in communication throughout the queens' reigns. • To describe the **changes** that Florence Nightingale introduced. • To know what could change in the future to stop another disaster like this one happening again.	• To describe some changes in history over a period of time and identify some things which stayed the same. • To know the changes that have happened since these time periods but also recognise the continuity of the pyramids and Stonehenge. • To know the differences between the hunter-gatherers and the farmers and settlement.	• To describe and give some examples of a range of changes at particular points in history while some things remained the same. • To explain why changes in different places might be connected in some way. • To identify the changes that occurred to the Celtic way of life after the Roman invasion. • To know the monarch changed throughout the Tudor period. • To know the Roman Emperors changed throughout the Roman Empire.	• To give simple explanations with simple examples of why change happened during particular events / periods. • To understand that there is usually a combination of reasons for any change. • To understand that changes do not impact everyone in the same way or at the same time. • To understand how Viking invasions changed life in Saxon Britain. • To evaluate the changes and continuity from the Saxon period, and decide whether the so-called 'Dark Ages' were really dark. • To understand what positive changes were brought about during the time of the Early Islamic Civilisation.	• To understand that changes in different places and periods can be connected. • Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. • Understand what changed to place names when the Vikings settled. • To know what changed and what continued when European traders arrived in Benin.