

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

EYFS Links	Disciplinary knowledge
<p><b><u>N1</u></b>            (UW) Shows interest in stories about themselves and their family.            (UW) Takes an interest in unknown objects, exploring their textures, mass, moving parts etc.            (UW) Talks about members of their immediate family and community.</p> <p><b><u>N2</u></b>            (UW) Remembers and talks about significant events in their own experience.            (UW) Starts to use the vocabulary; today, tomorrow, and yesterday in the correct context.            (UW) Names and describes people who are familiar to them.            (UW) Compares and contrasts characters from stories, including figures from the past.            (UW) Shows interest in the lives of people who are familiar to them.            (CL) Shows an interest in others and events.</p> <p><b><u>Reception</u></b>            (UW) Talks about the lives around them and their roles in society.            (UW) Knows some similarities and difference between things in the past and now drawing on their experiences and what they have read in class.            (UW) Understands the past through settings, characters and events encountered in books read in class and storytelling.            (CL) Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interaction.</p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Source enquiry</p> <p>Interpretation</p> <p>Change and continuity</p> <p>Significance</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

KS1 - Beyond Living Memory		KS1 - Within Living Memory	
KS1 Cycle A <i>Panic on pudding lane</i>	Disciplinary knowledge	KS1 Cycle B <i>Toy Time Travellers</i>	Disciplinary knowledge
<p><b>I can place the Great Fire of London on a timeline. I know the Great Fire of London happened in 1666.</b> I know the fire started in a bakery in Pudding Lane. I can put key events of the fire into the order that they happened.</p> <p><b>I know that the fire spread due to how and what Tudor buildings were made of. (not the roofs)</b> <b>I know some of the differences between the fire brigade of 1666 and now.</b> <b>I know that Samuel Pepys wrote a diary about the Great Fire of London.</b> I know King Charles II was the king of England and Scotland at the time of the fire. I know that Christopher Wren was one of the architects who designed how to rebuild London after the fire. I can analyse different interpretations of the fire of London. "Do these all tell us the same thing? Why or why not?" I can talk about how different people tell stories in different ways. <b>I can examine how we have learnt lessons from the past.</b></p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Source enquiry</p> <p>Interpretation</p> <p>Change and continuity</p> <p>Significance</p> <p><b>Meanwhile Elsewhere... Britain was at war with the Dutch</b></p>	<p><b>I know what an artefact is.</b> I can describe and compare artefacts. I can use features to sort toys from the past and modern toys.</p> <p><b>I can place toys on a timeline from the oldest to the most modern.</b> I know how technology has changed toys over time. <b>I know what is the same and what is different about toys from the past and modern toys.</b> <b>I can say why a toy has changed over time. (Speak and Spell to Book Readers – technology)</b> I can identify toys from the past and modern toys in a picture. I know that older TV programmes used puppet characters. I know what is the same and what is different about children's TV programmes from the past and modern TV programmes.</p>	<p>Source enquiry</p> <p>Chronology</p> <p>Similarity and difference</p> <p>Interpretation Significance</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## KS1 - Significant People and Events

KS1 Cycle A <i>Action Heroes</i>	Disciplinary knowledge	KS1 Cycle A <i>Ahoy Me Hearties!</i>	Disciplinary knowledge
<p>I can create a timeline of my own past. <b>I can place events of the past on a timeline.</b> <b>I know who Florence Nightingale was and why she was significant.</b> I know that Florence Nightingale changed the way hospitals looked after patients and was known as the 'founder of modern nursing'. I can compare hospitals before and after the work of Florence Nightingale (similarity and difference) <b>I know who Mary Seacole was and why she was significant.</b> I know that Mary Seacole was a black female traveller and nurse, when these things were not expected. I know that Mary experienced discrimination because she was a black woman. <b>I can compare the nursing experiences of Florence and Mary during the Crimean War.</b> I know who Ernest J Grant is and how he is significant today. <b>I can show the impact of historical changes in nursing on life today.</b> (legacy)</p>	<p>Chronology</p> <p>Cause and consequence Source enquiry Interpretation</p> <p>Change and continuity Significance Cause and consequence Source enquiry Interpretation</p> <p>Change and continuity</p> <p>Significance</p> <p><b>Meanwhile Elsewhere...</b> The end of slavery</p>	<p>I know that Grace O'Malley was a pirate who lived 500 years ago. <b>I can place Grace O Malley on a timeline.</b> I know that a pirate is a person who attacks and robs ships at sea. I know that people became pirates because they thought they would become rich and have an easy life. I know that Francis Drake was an explorer who lived 500 years ago. <b>I know that Francis Drake was the privateer to Queen Elizabeth I.</b> <b>I know some of the similarities and differences between Grace O'Malley and Francis Drake.</b> I know that 'corsairs' were pirates who sailed in the Mediterranean Sea and attacked ships in search of treasure. I know that 'buccaneers' sailed in the Caribbean Sea and attacked and stole from Spanish ships. I know that 'privateers' were legal pirates who were given permission to attack ships by the king or queen of a country. I know key information about famous pirates such as Blackbeard, Anne Bonny and Mary Read. <b>I know that pirates have existed for centuries and still exist today.</b></p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Source enquiry Interpretation</p> <p>Change and continuity</p> <p>Significance</p> <p><b>Meanwhile Elsewhere...</b> Great Fire of London 1666</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## KS2 - British History - Stone Age to 1066

LKS2 Cycle A <i>The Flintstones</i>	Disciplinary Knowledge	LKS2 Cycle B <i>Ruthless Romans</i>	Disciplinary Knowledge
<p><b>I can order key events in early history.</b> I know that British pre-history is the time before written records. I know that the Stone Age started around 15,000 BCE. I know that the Stone Age is split into the Palaeolithic (Old) Stone Age, the Mesolithic (Middle) Stone Age and the Neolithic (New) Stone Age. I know that the Stone Age was when early humans made tools and weapons from stone. <b>I know what daily life was like in the Stone Age (homes, tools, food).</b> I can explore and interpret Mesolithic cave paintings. I know that the Bronze Age started around 2500 BCE. To use source enquiry to explain how developing tools led to advancements in everyday life. <b>I know the significance of trade and travel had on Bronze Age society and technology.</b> I know the cause and consequence of copper mining in Britain. I know what daily life was like in the Bronze Age (homes, tools, food). To explain how sources show Beaker People society was structured. I know that the Beaker People lived in clans led by powerful chiefs. I know that the Iron Age started around 800BCE. <b>I know what daily life was like in the Iron Age (homes, tools, food).</b></p>	<p>Chronology</p> <p>Source Enquiry Interpretation</p> <p>Significance</p> <p>Change and Continuity</p> <p>Cause and Consequence</p> <p><b>Meanwhile Elsewhere...</b> I know the importance of Stonehenge and how</p>	<p><b>I can plot the key events of the Roman Empire on a timeline, with a focus on the invasion of Britain.</b> I know that the Romans invaded Britain in AD 43. I know that the Romans invaded Britain to make their army bigger and more powerful, and because they were looking for natural resources. I know the significance of Roman roads in conquering Britain. <b>I can use sources to explain why the Roman army was so powerful.</b> I know that Julius Caesar was a famous Roman leader. I know that Julius Caesar attempted to invade Britain in 55-54 BC. <b>I know the significance of Boudica.</b> I know that Boudica led people in a revolt against Roman rule. <b>I can explain what changed in Britain when the romans came and what stayed the same.</b> I know what life was like for women and children in Roman Britain. I can say two ways in which the Romans developed Britain to make it more like Rome (e.g. building temples, amphitheatres and forums). I know what life was like living in a Roman villa. <b>I can describe how Roman Britain still impacts our lives today.</b> I know that the Roman occupation of Britain helped to advance British society.</p>	<p>Chronology</p> <p>Significance</p> <p>Source Enquiry Change and Continuity</p> <p>Significance</p> <p>Interpretation Cause and Consequence</p> <p>Cause and Consequence</p> <p><b>Meanwhile Elsewhere...</b> I know that the Romans left Britain in 410 AD</p>

# Substantive and Disciplinary Knowledge

## History Curriculum Springfield Academy

<p>I know that the end of the Iron Age was in 43CE when the Romans invaded.</p> <p><b>I can explain how life changed for people through the Stone, Bronze and Iron Age.</b></p> <p>I know the importance of Stonehenge and how the Egyptians built the pyramids at this time.</p>	<p>the Egyptians built the pyramids at this time.</p> <p>Significance Change and Continuity Cause and Consequence</p>	<p><b>I know that the Romans left Britain in 410 AD because the city of Rome was under attack.</b></p>	<p>because the city of Rome was under attack.</p>
---	--	--	---

**LKS2 Cycle B**  
*Raid and Invade!*

**Disciplinary Knowledge**

<p><b><u>Anglo-Saxons and Scots</u></b></p> <p><b>I can use a timeline to show when the Anglo-Saxons were in England.</b></p> <p>I know how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p><b>I know that Britain was made up of different groups with different cultures – the Scots, Picts, Britons, Angles, Saxons and Jutes.</b></p> <p><b>I know that the Scots invaded Scotland from what we now call Ireland.</b></p> <p><b>I know that, during the Anglo-Saxon period, Britain was divided into many kingdoms.</b></p> <p><b>I know the significance of the way the kingdoms were divided led to the creation of some of our county boundaries today.</b></p> <p>I know that Saxon houses were huts made of wood with thatched roofs.</p> <p>I know that in an Anglo-Saxon settlement, people worked hard in farming and craftwork.</p> <p>I know the importance of writing by Gilda and Bede as sources of information about the Anglo-Saxons.</p> <p><b>I can compare life in Saxon Britain to life in Roman Britain.</b></p> <p><b><u>Vikings</u></b></p> <p><b>I know the chronology of the Vikings invasion and settlement of Briain</b></p> <p><b>I know that from 865 CE large Viking armies arrived on British soils with the intention of conquering land and constructing settlements as their own land was poor.</b></p> <p>I know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>I know where the Vikings settled, why the Danegeld was used (NW, NE and E of England).</p> <p>I know that people were subject to Danish Law and that the rest of England was ruled by the Saxon king, King Alfred.</p> <p>I know that some Anglo-Saxons resisted the Viking takeover.</p> <p><b>I know that the Battle of Hastings in 1066 lead to Britain becoming Norman.</b></p>	<p>Chronology</p> <p>Source enquiry Significance Change and continuity</p> <p>Interpretation</p> <p>Cause and Consequence</p> <p><b>Meanwhile Elsewhere...</b> Alexander the great was conquering Persia – king at 20!</p>
---	--

# Substantive and Disciplinary Knowledge

## History Curriculum Springfield Academy

### KS2 - Study of a Period Beyond 1066

#### UKS2 Cycle A *Britain Blackout and Blitz*

#### Disciplinary Knowledge

**I can explain what everyday life was like for women before WW2 in the Viking, Roman or Anglo Saxon times.**  
 I can explain the chronology of World War Two.  
 I know that nearly half a million UK citizens died during the conflict, and it had a significant impact on our society  
**I know how women stepped into traditionally male roles to support the war effort.**  
**I know children were evacuated from urban areas of Britain during the Blitz to keep them safe.**  
 I know how my local area was affected during the Blitz attack in 1941.  
 I know that shelters, including Anderson Shelters, were built to keep people safe during air-raids.  
**I know Dorothy Norman was a land girl from Nottingham.**  
 I know some key events in Dorothy Normans life.  
 I know the role of propaganda in WW2.  
 I know that Jewish children were evacuated (Kinder Transport to Britain) to escape persecution.  
**I can explain how the roles of women changed after the war.**  
**Meanwhile elsewhere...I know that WW2 was a global conflict involving several countries around the world.**

Interpretation  
 Significance  
 Chronology  
 Change and Continuity  
 Cause and consequence  
 Source Enquiry  
**Meanwhile Elsewhere...** WW2 was a global conflict involving several countries around the world.

#### LKS2 Cycle B *Extreme earth (Geography focus on campania)*

#### Disciplinary Knowledge

**I know that Pompei was a famous volcanic eruption in the past**  
 I know we can still see the people, buildings, animals ad even food preserved under the ash in Pompei.  
 I know that we have excavated Pompei and archaeologists have found many amazing discoveries

Change and Continuity  
 Cause and consequence  
 Source Enquiry

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## KS2 - Ancient Civilisations and Non-European Society

LKS2 Cycle A The Nile	Disciplinary Knowledge	UKS2 Cycle B A Tale of Two Cities: Athens and Baghdad	Disciplinary Knowledge
<p><b>I know the chronology of the Ancient Egyptians.</b> I know that the Ancient Egyptians left behind sources for us to study (hieroglyphics, Rosetta stone, pyramids etc). I know that the Ancient Egyptian religion was polytheistic, meaning they believed in many gods and goddesses. I know about the Egyptian gods Osiris and Isis and how important they were.</p> <p><b>I know the significance of the Egyptian pyramids.</b> I know the beliefs Ancient Egyptians had about their pharaohs and their roles and responsibilities. I know about the practice of mummification and preparing bodies for the afterlife.</p> <p><b>I know the cause and consequence of the flooding of the Nile.</b> I can explain why they think the Nile was revered in Ancient Egypt. I know that the Egyptian civilisation grew around the Nile due to the land being fertile and its value as a means of transport. I know what life was like for Ancient Egyptian children.</p> <p><b>I can explain how significant the Ancient Egyptians were.</b> I know what daily life was like in Ancient Egypt (homes, clothes, food, jobs).</p> <p><b>I can appreciate how different life was in Britain when these civilizations were at their strongest.</b></p> <p><b>Meanwhile Elsewhere...</b> Know the importance of Stonehenge and how the Egyptians built the pyramids at this time.</p>	<p>Chronology</p> <p>Source enquiry Interpretation</p> <p>Significance</p> <p>Cause and consequence</p> <p>Change and Continuity</p> <p><b>Meanwhile Elsewhere...</b> Know the importance of Stonehenge and how the Egyptians built the pyramids at this time.</p>	<p><b>Ancient Greece</b> <b>I know the chronology of the Ancient Greeks and how it fits with other civilisations I have studied.</b> I know that this civilisation existed at the same time as the Iron Age in Britain. I know that sources can tell us about lives in the past.</p> <p><b>I know the similarities and differences between the Athenians and the Spartans.</b> I know that Athens was a democracy, and Sparta was a military state. I know that democracy means that people have a say in how they are governed.</p> <p><b>I know the significance of democracy in my everyday life</b> I can find the similarities and differences between Ancient Greek homes to homes of Iron Age Britain. I know the importance of architecture, pottery and carving, and the legacy this has left. I know that Alexander the Great was a great military leader who expanded the Greek Empire. I know about the Greek gods and how important they were.</p> <p><b>I know that the Olympic games originate from Ancient Greece and where different to our modern-day Olympics.</b></p> <p><b>I know the lasting achievements of the Ancient Greeks and interpret their legacy.</b></p> <p><b>Early Islamic Civilisation – A study of Baghdad</b> <b>I can explain the chronology of the Ancient Islamic Empire.</b> I can use sources to explain the significance of Baghdad. I know that the Early Islamic Civilisation was centred around Baghdad. I know that Baghdad was the largest city in the world at that time (900CE).</p>	<p>Chronology</p> <p><b>Meanwhile elsewhere...</b> Iron Age</p> <p>Significance Source enquiry Similarities and differences</p> <p>Change and continuity</p> <p>Interpretation</p> <p>Significance</p> <p>Chronology Source enquiry</p> <p>Significance</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

I know that Baghdad was at the centre of the world's great trade routes (Silk Road).  
I know that this period is referred to as the Golden Age of Islam.  
**I know that the people of Baghdad were literates and scholars and can compare them with Europeans who were living in the Dark Ages and Saxons were using Runes to record information.**  
**I can use sources to investigate the grand library, known as the 'House of Wisdom'.**  
I know it was where scholars were invited to work, and this included men and women; Christians, Muslims and Jewish people.  
**I can compare the rulers of Ancient Greece and Ancient Islam**  
**I can explain the significance of Ancient Islam on todays society.**  
I know that the world's first hospitals, observatories and universities were built in Baghdad.  
I know that the ruler of a caliphate is called a Caliph.  
**I know the cause and consequence of the Mongol invasion of Baghdad in 1258AD.**  
**Meanwhile Elsewhere...**  
Know that the people of Baghdad were literates and scholars and can compare them with Europeans who were living the Dark Ages and Saxons were using Runes to record information.  
Know that the Greek civilisation existed at the same time as the Iron Age in Britain.  
**Where would I prefer to live? Athens or Bagdad? Why?**

Similarity and difference  
**Meanwhile Elsewhere...**  
Cause and Consequence  
Similarity and difference  
Cause and Consequence  
Interpretation

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## KS1 – Local Study

### KS1 Cycle B *Bulwell and Beyond*

### Disciplinary knowledge

**I can use timelines to show key events in local history**

I can study photos of Bulwell in the past and Bulwell now.

**I know how Bulwell has changed over time.**

**I know that Bulwell was a mining town (Babbington Colliery).**

I can say what it would have been like to work in the mines.

I know how the closing of the mines impacted the local community including unemployment.

I know at least 3 main industries around Bulwell from the mid 1800s (coal mining, soap works, lace making, quarrying, potteries, brick making, cotton spinning and tanners).

**I can compare sources to see how things have changed and stayed the same.**

I know that Robin Hood is a legend.

I know that Robin Hood was an outlaw who lived in Nottinghamshire.

I know that Robin Hood looked after the poor by stealing from the rich.

**I know why Robin Hood is important.**

I understand why the Robin Hood monuments were made and why they are important.

Chronology

Cause and consequence

Source enquiry

Interpretation

Change and continuity

Significance

**Meanwhile Elsewhere...**

Bulwell Colliery closed 1986 and Mir Space Station opened.

Cause and consequence

Source enquiry

Interpretation

Change and continuity

Significance

**Meanwhile Elsewhere...**

Robin Hood (13<sup>th</sup> Century)

The city of Baghdad containing the House of Wisdom. (significantly advanced)

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Local History

### UKS2 Cycle A *Screams and Machines*

### Disciplinary knowledge

**I can plot the chronology of Goose fair.**

I know that most historians agree the Goose Fair started in 1284.

**I can explain the similarities and differences between Goose fair between 1284 and 2025.**

I know the Goose Fair began as a trade and livestock event where farmers sold animals like geese.

I know that the name 'Goose Fair' came from the thousands of geese which were marched to market with leather boots to protect their feet.

I know that today the Goose Fair is a funfair.

**I can use sources to compare the Goose Fair in the past and today.**

I know what has changed at Goose fair and what has stayed the same.

I know that there was a fair called St Matthew's Fair which dates back to Anglo-Saxon times.

**I can investigate the causes and consequences of the fair's closures on four occasions.**

I know the fair has only been cancelled on a few occasions: the Bubonic plague (1646), WWI (1914-1918), WWII (1939-1944) and the Covid-19 pandemic (2020-21).

I know that Madame Tussaud arrived to showcase her life-size wax figures in 1819 and 1829.

Chronology

Similarity and difference Change and continuity

Source enquiry

Interpretation

Cause and Consequence

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Local History

UKS2 Cycle A Space race	Disciplinary knowledge
<p><b>I know that the Space Race was a competition between the US and Soviet Union to be the first country to go into space.</b></p> <p>I know that the space race happened between the 1950s and 1960s.</p> <p>I know that Yuri Gagarin was the first human to journey into outer space.</p> <p>I know that Apollo 11 was the American spaceflight that first landed humans on the Moon.</p> <p><b>I know that the moon landing took place on 21st July 1969.</b></p> <p>I know that Neil Armstrong was the first man to step on the moon.</p> <p><b>I know that Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden worked for NASA and contributed to the Space Race.</b></p> <p><b>I can explain how Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden overcame gender and racial barriers to succeed in their careers.</b></p> <p>I know that the ISS is an orbiting laboratory where NASA learns about exploration as astronauts live and work in space.</p> <p>I can suggest reasons why scientists want to explore Mars.</p>	<p>Cause and Consequence Chronology</p> <p>Similarity and difference</p> <p>Source enquiry</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Chronology

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>Remember and talk about significant events in their own experiences.</p> <p>Understand that if an event has already happened, then it has happened in the past.</p>	<p>Place objects and events in chronological order.</p> <p>Use a timeline organised in chunks of 50 years.</p> <p>Use words and phrases to describe the passing of time (old, new, modern, before I was born,)</p>	<p>Place objects and events in chronological order.</p> <p>Use a timeline to place important events using intervals of 50 years.</p> <p>Use words and phrases to describe the passing of time. (when my parents/grandparents were young, nowadays)</p>	<p>Order key events in a period in history.</p> <p>Understand that timelines can be divided into BCE (Before the Common Era) and CE (common era), the past is on the left of a timeline and the numbers get larger the closer to the present they are.</p> <p>Use a timeline to place historical events in chronological order using intervals of decades and centuries with given markers.</p>	<p>Describe dates of and order significant events from the period studied.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini – year of our lord).</p> <p>Order significant events and dates on a timeline.</p>	<p>Sequence with some independence the key events, societies and people in topics covered using appropriate dates, period labels and terms.</p> <p>Create internal and external timelines.</p> <p>Create and use a scaled timeline, using events from the period studied.</p>	<p>Understand how some historical events occurred concurrently in different locations i.e. Golden Age of Islam and Vikings.</p> <p>Create internal and external timelines</p> <p>Create and use a scaled timeline, using events from the period studied. (Viking and Greek homes)</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Interpretation

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>Show an interest in events that have happened in their lives.</p> <p>Show curiosity about familiar or unusual objects.</p>	<p>Recount the main events from a significant event in history.</p> <p>Describe how people viewed the Great Fire of London differently.</p> <p>Know that people experience events in different ways.</p> <p>Describe how Mary Seacole and Florence Nightingale described their experiences.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Know that people have different opinions of the past.</p>	<p>Offer a reasonable explanation for some events such as...</p> <p>To explain why they think the Nile was revered in Ancient Egypt.</p>	<p>Offer a reasonable explanation for some events such as...</p> <p>To explain why the Danegeld was used.</p>	<p>Compare an aspect of life with the same aspect in another time studied e.g. life for women in Viking times and WWII.</p>	<p>Compare an aspect of life with the same aspect in another time studied e.g. Leadership in Ancient Greece and the Islamic Empire.</p> <p>Describe how the Ancient Greeks and Ancient Islamic empire affect /influence life today.</p> <p>Describe similarities and differences between the cities of Baghdad and Athens.</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Cause and Consequence

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>Talk about events that have happened in their own lives.</p> <p>Understand that all actions have consequences.</p>	<p>Know how the Great Fire of London spread due to what the buildings were made from.</p>	<p>Know how the closing of the mines impacted the local community including unemployment.</p>	<p>Describe and explain simple reasons for how developing tools led to advancements in everyday life in the Bronze and Iron age.</p>	<p>Have some awareness of how people's lives and decisions have shaped this nation such as the naming of our boroughs by the Anglo Saxons.</p>	<p>Examine the causes and effects of events such as WW2 and the impact on everyday people's lives.</p>	<p>Describe and explain a past event (the invasion of the Mongol army.) including causation – why they invaded and the effect on Baghdad and its possible global impact.</p> <p>Use relevant ideas and evidence to support and illustrate their explanation.</p>

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Source Enquiry

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Show curiosity about familiar or unusual objects by making comments and asking questions.	Explore events, look at pictures and objects ask questions i.e. "what were they doing?" or "what is the same and what is different?" and "how do we remember them?"	Look at objects and pictures from the past and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" or "what is this area now?" and try to answer.	Ask questions and find answers about the past using images, artefacts and sources.	Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.	Investigate own lines of enquiry by posing questions to answer.	Use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions.

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Significance

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Listen carefully, make comments and ask questions when listening to stories about events in the past.	Examine how we have learnt lessons from the past.  Name significant people from the past eg Florence Nightingale, Mary Seacole, Grace O'Malley	Explain why a toy has changed over time.  Name significant people from local area eg Robin Hood.	Use a variety of sources to answer simple questions such as... What was the significance of the Egyptian pyramids? What significant advantages did trade and travel have on Bronze Age society and technology?	Use a range of sources to support my understanding of the significance of Roman roads in conquering Britain, and the Battle of Hastings on Britain becoming Norman.	Begin to see the historical significance of broader concepts and how they impact my everyday life such as.. The significance of democracy in my everyday life or women's roles in WWII.	Begin to see the historical significance of how the Ancient Greeks and Ancient Islamic empire affect /influence life today.

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Similarity and Difference

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Explore real objects and say what is the same and what is different.	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Know the differences between significant people in the past. eg Grace O'Malley and Sir Francis Drake and Florence Nightingale and Mary Seacole.</p>	<p>Look at and use books and pictures, stories, eye- witness accounts, pictures, photographs, artefacts, museums to find out about the past.</p> <p>Know what is the same and what is different about toys from the past and modern toys.</p> <p>I know what was the same and what was different about Bulwell in the past.</p>	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences.	Give reasons why there may be different accounts of history.	Evaluate evidence to choose the most reliable forms.

# Substantive and Disciplinary Knowledge History Curriculum Springfield Academy

## Meanwhile Elsewhere...

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>Make links with events that are just happening in our class, school, UK or around the world.</p>	<p><b>Great Fire of London 1666</b> Britain was at war with the Dutch.</p> <p><b>Golden Age of Piracy 1650-1730</b> Great Fire of London happened in 1666.</p> <p><b>Florence Nightingale 1820-1910</b> <b>Mary Seacole 1805 – 1881</b> Crimean War 1853-1856</p>	<p><b>Bulwell Colliery Closed 1986</b> Mir Space Station opened</p> <p><b>Robin Hood 13<sup>th</sup> Century</b> The city of Baghdad containing the House of Wisdom. (Significantly further advanced)</p>	<p><b>The Flintstones/ The Nile</b> Explain how life changed for people through the Stone, Bronze and Iron Age. Know the importance of Stonehenge and how the Egyptians built the pyramids at this time.</p>	<p><b>Ruthless Romans</b> Know that the Romans left Britain in 410 AD because the city of Rome was under attack.</p> <p><b>Raid and invade</b> Alexander the great was conquering Persia – king at 20!</p>	<p><b>Blackout and the Blitz 1939-1945</b> Global conflict involving several countries around the world.</p>	<p><b>Tale of two cities</b> Know that the people of Baghdad were literates and scholars and can compare them with Europeans who were living the Dark Ages and Saxons were using Runes to record information. Know that the Greek civilisation existed at the same time as the Iron Age in Britain.</p>