

## Overview of Declarative Knowledge – Subject: History

**Substantive Historical Threads** – These will run through all the history units but each unit will have particular focuses.

Monarchy/Leadership

Technological Advancement

Legacy

Society/Culture (change)

Conflict

**Second Order Concepts** – These enable the children to be historians and think critically.

Chronology

Diversity (Cultural, Ethical and Religion)

Change and Continuity

Cause and Sequence

Significance (People and Events)

Interpretation

	Autumn	Spring	Summer	
1	Challenge Pack	<p><b><u>We Are Family</u></b> How can we share what we love? (History/Art)</p>	<p><b><u>Helpful Heroes</u></b> How can we recognise the achievements of a local hero? (History- Florence Nightingale/Mary Seacole/Sister Dora)</p>	<p><b><u>Feeling hot, hot, hot or cold, cold, cold!</u></b> How can we protect animals around the world? (Science/DT)</p>
	Declarative Knowledge	<p>Children should explore chronology of time by relating it directly to their life and the lives of significant people around them. Focus on sequencing. Children to compare toys from the past. Children to compare significant individuals (Queen Victoria and Queen Elizabeth II) Who is in our family? (family tree) sequence and chronology Stages of my life. What stages have I lived through? What stages will come? Sequence and chronology. Link to family/teacher. Can they explain? How have toys changed since the past? Link to Victorian toys and compare to modern day toys. Materials? Why have they changed? Link to sources and sequence. <b>Queen Victoria</b> Who was she? Why was she significant? Link to Victorian period <b>Queen Elizabeth II</b> Who was she? Why was she significant? What events can we recall? <b>Comparisons between the queens.</b></p> <p><b>Substantive Historical Threads</b> <b>Monarchy/Leadership</b> <b>Society and Culture</b></p>	<p>Children should explore significant heroes such as Mary Seacole, Florence Nightingale etc. that have impacted History by using both written and visual resources.</p> <p>Look at sources (items from a nurse). Who might use these? Florence Nightingale. Who was she? When did she live? Why is she a helpful hero we still remember? Sequence events in FK life. Mary Seacole. Who was she? When did she live? Why is she a helpful hero still remembered? Sister Dora. Who was she? When did she live? Where did she live (link to local history)? Why is she a helpful hero? <b>Compare and contrast the 3 ladies studied. Link to Diversity.</b> <b>Substantive Historical Threads</b> <b>Legacy</b> <b>Conflict</b></p>	
	Skills	<b>H1.1a, H1.1b, H1.2a, H1.2b, H1.2d, H1.2f, H1.3d</b>	<b>H1.1c, H1.2b, H1.2c, H1.2g, H1.3c</b>	
2	Challenge Pack	<p><b><u>Sparks Will Fly</u></b> How can we teach the importance of fire safety? (History/Art)</p>	<p><b><u>Awesome Adventurers</u></b> How can we learn from adventurers of the past and become adventurers of the future? (History)</p>	<p><b><u>Buckets, Spades and Umbrellas</u></b> What will we need for a day at the seaside? (Design Technology)</p>
	Declarative Knowledge	<p>Children to explore 'The Great Fire of London' by looking at significant people, artists, life,</p>	<p>Children should explore significant heroes with a link to space travel (Neil Armstrong and Katherine Johnson).</p>	

		<p>primary/secondary sources and causes of the fire. The children should also produce a timeline of events. Link to comparison of fire service then and now.</p> <p>Identify key dates of The Great fire of London (1666) Name the historical periods around this time of the Tudors and Stuarts such as monarch of the time, gunpowder plot, the plague, Samuel Pepys' diary, unification of UK etc. Identify key characteristics of housing, life at the time—wattle and daub, wooden structures, open fires. Understand the impact on the Great fire of London; development of fire safety, change of building materials How did King Charles II react/support during The Great Fire of London? Use primary and secondary sources to discuss how the Great Fire of London was represented <b>Substantive Historical Threads</b> <b>Monarchy/Leadership</b> <b>Technological Advancement</b></p>	<p>They will need to look at sources from the time period and create a timeline of NA's life. Children should look at a minimum of 2 other explorers from different era. This should be linked to comparisons in travel over the years and how individual's opinions of some historical figures have changed over time (diversity).</p> <p>Identify significant individuals and events in space travel that have had an impact nationally and globally → Neil Armstrong and Katherine Johnson-Compare and contrast significant individuals (Link to influential women). Significant explorers. How has exploring changed from then to now. Technological advancements. Link to diversity and attitudes to historical figures. Explore sources and ask questions Create a timeline of events (chronology) Question fact and opinion related to space travel. <b>Substantive Historical Threads</b> <b>Technological Advancements</b> <b>Legacy</b></p>	
	Skills	H1.1c, H1.1d, H1.2c, H1.2e, H1.3a, H1.3e	H1.1d, H1.2b, H1.2c, H1.2d, H1.2e, H1.3c, H1.3e	
3	Challenge Pack	<p><b><u>Awesome Egyptians</u></b> How can we immerse an audience in an Egyptian experience? (Art and History-Egyptians)?</p>	<p><b><u>The Ripple Effect</u></b> How might we protect our waterways?? (Geography/Art)</p>	<p><b><u>Rock On!</u></b> How can we learn lessons / share stories from our earliest civilizations? (History- Stone Age- Iron Age/DT)</p>
	Declarative Knowledge	<p>Children to explore The Ancient Egyptians. They will use a range of sources to enquire about Egyptian life. They will know where they appear in history (chronology) and the significant events.</p> <ul style="list-style-type: none"> <li>-Identify and understand AD and BC</li> <li>-Create a timeline of significant Egyptian events and place AD and BC correctly</li> <li>-Identify a Egyptian artefacts</li> <li>-Compare and know the difference between an artefact and a replica</li> <li>-Use primary and secondary sources to build up a picture of Egyptian life</li> </ul>		<p>Children are to look at The Stone Age. They will need know where they fit in history (chronology), why were they were called that, explore artefacts so that we can see what we can find out about their time period. Link to Science</p> <p>Identify and understand AD and BC Find where Stone Age comes in history (what comes before, after, how long ago it was). Create a timeline of key Stone Age events Why was it called Stone Age? Identify and explore a Stone Age artefact and what it tells us about the time period.</p>

		-Question and explore how Ancient Egyptian impacts society today  <b>Substantive Historical Threads</b> Monarchy/Leadership Legacy Society and Culture (change)		Explore Cave Paintings and how they are important sources from the time (link to Hieroglyphics) Compare and know the difference between an artefact and a replica Use primary and secondary sources to build up a picture of Stone Age Life  <b>Substantive Historical Threads</b> Society and Culture (change) Technological Advancement
	Skills	<b>H2.1a, H2.1b, H2.1c, H2.2b, H2.2c, H2.2e, H2.2f, H2.2g</b>		<b>H2.1a, H2.1b, H2.1c, H2.2b, H2.2e, H2.2f</b>
4	Challenge Pack	<u>Romans in Britain</u> How can we recreate a Roman banquet? (History/DT)	<u>Catastrophe!</u> How can we help those affected by natural disasters? (Geography/ PHSE)	<u>Fibbersley Time Travellers</u> How can art represent life in the Georgian times? (History/Art)
	Declarative Knowledge	<u>The children will look at The Iron Age (The Celts) leading to The Romans. They will look in detail at Boudicca and her resistance. They will look at The Romans and their lasting legacy on UK.</u>  Know the difference between fact and opinion Sequence time periods → Iron Age, Romans, Anglo Saxons Identify changes, cause and impact between the different periods of time Use sources to build a picture of Celts and Roman civilisation and how that has changed over time Give reasons as to why a specific period has been represented in different ways (link to sources of Boudicca). How likely are they to be bias? Link to diversity African fighters at Hadrian's Wall and Ivory Bangle Lady. <b>Substantive Historical Threads</b> Legacy Conflict Society/Culture (change)		<u>Children are to explore local History with a link to Georgian Period and the Locksmith industry. What was Willenhall like? What industry was strong? What were the houses/life like?</u>  Explore and sequence key events in the history of Willenhall. Who were The Georgians? Where did they appear in history? Why were they called the Georgians? What was life like in Georgian Times for people in Willenhall? How do we know? Link to enquiry/sources. What industry was prevalent in Willenhall in the past (Georgian/Victorian times) and why? <b>Substantive Historical Threads</b> Society/Culture (change) Technological Advancement
	Skills	<b>H2.1a, H2.1b, H2.1c, H2.1d, H2.2b, H2.2d, H2.3b, H2.3c, H2.3d</b>		<b>H2.1a, H2.1b, H2.1c, H2.2b, H2.2d, H2.3a, H2.3b, H2.3c</b>

5	Challenge Pack	<p><b><u>It's all Greek to Me</u></b> How can we celebrate the legacy of the Ancient Greeks? (History and Art)</p>	<p><b><u>Rainforests</u></b> How can we promote Fairtrade through a healthy tuckshop? How can we survive in the rainforest? (Geography and Design technology)</p>	<p><b>Power Struggles</b> How can we recreate the period of the Battle of Hastings? (History and Creative Arts)</p>
	Declarative Knowledge	<p>Children are to explore Ancient Greeks. Look at a variety of sources to find out about their life and common beliefs. They will also look at key events and the legacy they have left on the modern world.</p> <p>Populate a timeline with key periods. Find out when the Ancient Greeks lived. Create a timeline of key events from the period. Look at and question a variety of sources to find out what they can tell us about the Ancient Greeks. Look at Sparta and Athens. Compare beliefs and lifestyle using sources. Research an aspect in more detail. What legacies have they left on the modern world (Olympics, Theatre, language, democracy, academics)</p> <p><b>Substantive Historical Threads</b> Monarchy/Leadership Legacy Society/Culture (change)</p>		<p>Children are to explore Anglo Saxons and Vikings. Who were they, where did they come from, when and why did they invade Britain. Who was the first King of England? What happened at The Battle of Hastings?</p> <p>Populate a timeline with key periods including those not studied in depth Demonstrate knowledge of key events in the Saxon/Vikings, sequencing these correctly Use a timeline to make comparisons between different places and times in the Use a variety of sources to check for accuracy when building a picture of the Saxons and Viking Link to Saxon Hoard findings and Aethelflaed for local history. Identify the difference between primary and secondary sources and discuss their validity Investigate the cause and effect of key events during the periods (Battle of the Hastings)</p> <p><b>Substantive Historical Threads</b> Monarchy/Leadership Conflict</p>
	Skills	<b>H3.1a, H3.1b, H3.2a, H3.2b, H3.2d</b>		<b>H3.1c, H3.2a, H3.2b, H3.2g, H3.3a</b>
6	Challenge Pack	<p><b><u>Marvellous Mayans</u></b> How can we recognise and replicate innovations of Ancient Mayan times? (History/Art)</p>	<p><b><u>Lest we forget.</u></b> How can we capture stories first-hand and share with others? (Computing/ History- WW2 Battle of Britain)</p>	<p><b><u>Moving On</u></b> How might we leave a legacy at FPA as we prepare for our next steps? (Transition/ PSHE/ DT)</p>

	<p>Declarative Knowledge</p>	<p>Children to find out and explore The Maya Civilisation. Where do they feature in history (chronology) and what was the civilisation like? Link to other ancient civilisations.</p> <p>Who were the Maya's and when did they live? Place key events on a timeline. Use a variety of sources to build up a picture of the Maya civilisation. Discuss the validity of the sources. Explore: did the Mayas leave a legacy on the modern world (calendar/number system/chocolate)? What does Maya artwork tell us about their life and culture? Compare to other early civilisations (Greeks and Egyptians).</p> <p><b>Substantive Historical Threads</b> <b>Technological Advancement</b> <b>Legacy</b></p>	<p>Explore WW2. Children are to know that WW2 was linked to WW1. Children must be able to place key events on a timeline. Address misconceptions such as 'World War' doesn't necessarily mean all the countries in the world. Children to look at the importance of The Battle of Britain to the victory.</p> <p>Demonstrate knowledge of key events during the war (evacuation, The Blitz, rationing, key battles), sequencing these correctly Use a timeline to make comparisons between WWII in Britain and other Allied countries Select and synthesise key information to present findings from WWII (key aspect) Use a variety of sources to check for accuracy when building a picture WWII Link to propaganda Identify the difference between primary and secondary sources and discuss their validity Investigate the cause and effect of events from WWII (The Blitz and Battle of Britain) Compare accounts of events and offer reason for different versions (link to propaganda) Identify changes, cause, consequence, significance and impact of WWII on society today</p> <p><b>Substantive Historical Threads</b> <b>Monarchy/Leadership</b> <b>Conflict</b></p>	
	<p>Skills</p>	<p>H3.1b, H3.1d, H3.2a, H3.2C, H3.2d, H3.2e</p>	<p>H3.1b, H3.1d, H3.2a, H3.2c, H3.2e, H3.2e, H3.2f, H3.2g</p>	