

Nursery

Unit	Statements
Own life story and family history	<ul style="list-style-type: none"> -begin to make sense of their own life story and their family's history. -name and describe people who are familiar to them. -talk about past and present events in their own life and that of family members. -look at their own growth and development.
Jobs	<ul style="list-style-type: none"> -show an interest in different occupations. -recognise that people have different jobs and their significance in society. -begin to compare jobs.
Celebration Differences	<ul style="list-style-type: none"> -continue to develop positive attitudes about the difference between people. -begin to compare and contrast people and celebrations.

Reception

Unit	Statements
Me- baby photos and portraits My Family- photos of my family	<ul style="list-style-type: none"> -talk about themselves, members of their immediate family and community (name and describe people who are familiar to them) -look at images to compare their own growth and development. -talk about past and present events in my own life and that of family members. -sequence events.
Bonfire night – firefighter visit	<ul style="list-style-type: none"> -talk about significant events. -compare and contrast events -understand why someone might be important/significant in society.
Famous pirates Chinese new year	<ul style="list-style-type: none"> -understand why someone might be important/significant. -talk about significant events. -compare and contrast events.
Space-Neil Armstrong	<ul style="list-style-type: none"> -describe someone who was alive a long time ago. -understand why someone might be important/significant in society.
Castles- Kings/ Queens/ Knights	<ul style="list-style-type: none"> -compare and contrast buildings. -describe what a knight was and what life might have been like for a knight.
A look back on the year- their own history	<ul style="list-style-type: none"> -differentiate between present and past by looking at different stages of the year.

Year 1

Unit	Statements (Substantive Knowledge)	Substantive Concepts
Who am I?	<ul style="list-style-type: none"> -Understand how we have changed since we were babies. Compare/contrast changes/similarities. -understand and explain what a family tree is. -examine what life was like for our 	Commemoration Society Technology Culture

	grandparents. -explain which toys I like now. -compare how our toys are different from toys of older relatives/the past.	
Explorers and Adventures Why are certain explorers/adventurers significant?	-understand what significance means and recognise who is important to me (beginning with my family, my school, my locality, my country, my world). -understand what it means to explore and why/where you might explore. -compare and contrast a range of explorers such as Ibn Battuta/Christopher Columbus, Amelia Earhart/Bessie Coleman, Neil Armstrong/ Helen Sharman. -consider when the explorers lived, what life was like then and which sources of information have helped us discover this. -organise key events in the lives of the explorers and explain their significance. -discuss how and why we should remember these individuals.	Commemoration Exploration Technology Transport Trade Travel Culture Society
Peel Park Study “Why has Peel Park been significant?”	-explain how and why we use the park now. -recognise the key features of the park. -use images and sources to compare how the park has changed over time. -know who Robert Peel was and why he was significant. -interview someone about their experience(s) of Peel Park.	Commemoration Society Technology Culture

Year 2

Unit	Statements (Substantive Knowledge)	Substantive Concepts
Homes Through the Ages “How have homes changed through the ages?”	-Compare and contrast the features of a variety of modern homes in the local area. -recognise the features of a: -Stone Age, -Anglo-Saxon, -Tudor, -Victorian and modern house	Building Technology Society Culture

	<ul style="list-style-type: none"> -recognise the similarities and differences in these features and why they have changed over time. -infer about Victorian homes from artefacts -discuss why people have lived in different types of homes. 	
<p>London and the Great Fire of London</p> <p>“How did the Great Fire of London change the City?”</p>	<ul style="list-style-type: none"> -understand what London is like today and contrast it to London in 1666. -explain how we can work out why the Great Fire started. -describe what happened during the Great Fire of London and how we know. -analyse why the Great Fire burnt down so many houses. -appraise whether more could have been done to slow the spread of the fire. -explain how people managed to live through the Great Fire of London. 	<p>Building</p> <p>City</p> <p>Commemoration</p> <p>Ruler (king)</p> <p>Society</p> <p>Culture</p> <p>Technology.</p>
<p>Undercliffe Cemetery</p> <p>“Why is Undercliffe Cemetery significant/important?”</p>	<ul style="list-style-type: none"> -know when, where and why Undercliffe Cemetery was created. -recognise how it has changed over time. -infer about people from their graves and tombs. -know which significant individuals are buried there and consider how they are remembered, -explore why Undercliffe cemetery is an important local site today. 	<p>Building</p> <p>Commemoration</p> <p>Society</p> <p>Culture</p>

Year 3

Unit	Statements (Substantive Knowledge)	Substantive Concepts
<p>Prehistoric Britain</p> <p>“How did life In Britain change during the prehistoric period?”</p>	<ul style="list-style-type: none"> -Understand the different ages of pre-historic Britain and place in a chronological framework. -Discuss if man was just a hunter gatherer in prehistoric Britain. - Explore how we can learn about life in the Stone Age. -Analyse how housing, settlements and beliefs changed from the Stone Age to the Iron Age? -Justify why Star Carr is important. -Evaluate the legacy of the pre-historic period. 	<p>Building</p> <p>Economy</p> <p>Farming</p> <p>Migration</p> <p>Settlement</p> <p>Technology</p> <p>Tribe.</p>

<p>Shang Dynasty</p> <p>“What was life like during The Shang Dynasty?”</p>	<ul style="list-style-type: none"> -Identify when and where the Shang lived. -explore how we know about life in Shang times. -Compare how life during the Shang Dynasty was similar or different to Bronze Age Britain. -appraise the significance of Fu Hao. -Explain why the Shang Dynasty ended and evaluate what it achieved. 	<p>Civilisation</p> <p>Culture</p> <p>Exploration</p> <p>Knowledge/Learning</p> <p>Technology</p> <p>Religion</p> <p>War</p>
<p>Ancient Egypt</p> <p>“How do we know what life was like in Ancient Egypt?”</p>	<ul style="list-style-type: none"> -Explain how we can know what life was like over 5,000 years ago. -Discuss what the Egyptians achieved (e.g. focus on technology, education, farming, religion etc). -Justify why the River Nile was so important in Ancient Egypt. -Explore what the Egyptians believed about the afterlife. -Understand the significance of the discovery of Tutankhamun’s tomb. -Compare how Ancient Egypt was similar to other civilisations. -Debate whether we should use mummies/tombs to learn about history. 	<p>City</p> <p>Civilisation</p> <p>Culture</p> <p>Economy</p> <p>Empire</p> <p>Enslavement</p> <p>Farming</p> <p>Kingdom</p> <p>Knowledge</p> <p>Leisure</p> <p>Power</p> <p>Religion</p> <p>Ruler (pharaoh)</p> <p>Technology</p> <p>Trade</p> <p>Transport.</p>

Year 4

Unit	Statements (Substantive Knowledge)	Substantive Concepts
<p>Ancient Greece</p> <p>“Why was Ancient Greece such a significant civilisation?”</p>	<ul style="list-style-type: none"> -Identify when and where the Ancient Greeks lived. -Explore how we can know what life was like in Ancient Greece by examining artefacts, archaeological sites and myths/legends. -Explain why Athens was so powerful. -Examine the role of women in Greece. -Justify why was Alexander the Great was significant. -Reflect on the ways in which Ancient Greeks have influenced our lives today. 	<p>City (city state)</p> <p>Civilisation</p> <p>Culture</p> <p>Democracy</p> <p>Empire</p> <p>Enslavement</p> <p>Farming</p> <p>Leisure</p> <p>Religion</p> <p>Ruler (king)</p> <p>Settlement</p> <p>Technology</p> <p>Trade</p> <p>War (invasion, conflict).</p>
<p>Roman Britain</p> <p>“What was the impact of Romans conquering Britain?”</p>	<ul style="list-style-type: none"> -Understand how the Roman Empire become so powerful. -Know how the Romans conquered Britain. -Explain in what ways the Romans changed life in Britain. -Explore the local impact of the Roman invasion. 	<p>Conquest</p> <p>Culture</p> <p>Farming</p> <p>Kingdom,</p> <p>Migration</p> <p>Religion</p> <p>Ruler (Emperor),</p> <p>Settlement</p>

	-Justify why Boudica was significant.	Trade Tribe War (invasion, conflict).
Anglo-Saxons and Vikings “The Viking invasion was positive. To what extent do you agree or disagree with this statement?”	-discuss why the Anglo-Saxons invaded and settled in Britain. -know what Anglo-Saxon life was like by appreciating the importance of archaeology/artefacts. -recognise Vikings methods of taking over the country and assessing how close they were to complete control. -debating whether we should we remember the Vikings as raiders or settlers. -examine the legacy of the Anglo-Saxons and Vikings.	Building Conquest Culture Farming Kingdom, Migration Religion Ruler (king, monarchy), Settlement Trade Tribe War (invasion, conflict).

Year 5

Unit	Statements (Substantive Knowledge)	Substantive Concepts
Benin Kingdom “Why was the Benin Kingdom significant?”	-Know who was Eweka and how the Benin Kingdom began. -Understand what life was like in Benin 500-1000 years ago and how was it different to Britain. -Discuss how trade links were established and what goods were traded. -Explore the impact and legacy of the Transatlantic Slave trade on Benin and Britain. -Explain why the British colonised Benin and the impact it had? -Debate if the Benin Bronzes should be returned.	Civilisation Trade Enslavement Empire Nation Ruler Enslavement Kingdom Tribe Commemoration
Changing Role of Monarchy “How has the changing role of monarchy impacted Bradford?”	-Define monarchy and understand how it affected Bradford during the Anglo-Saxon and Medieval times. -Explain what type of monarch Henry VIII was and how this impacted Richard Tempest of Bolling Hall. -Explore how Bradford was impacted by the Civil War. - Discuss how Bradfordians knew about Queen Victoria and interpret how they viewed her. -Compare Queen Elizabeth II's role to her predecessors.	Monarchy Nation Society Religion Commemoration
Early Islamic Civilisation	-Compare how different Baghdad was to London in 900AD?	Building City

Why was the Early Baghdad known as “The Golden Age of Baghdad”?	<ul style="list-style-type: none"> -Evaluate the importance of learning in Baghdad. -To know who Al-Zahrawi was and assess his impact on early Islamic medicine. -Assess why the Early Islamic Civilisation ended. -Discuss the global legacy of the early Islamic Civilisation. 	Civilisation Conquest Culture Exploration Knowledge/Learning Religion.
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Year 6

Unit	Statements (Substantive Knowledge)	Substantive Concepts
Industrial Revolution “The most important changes in Britain were positive” To what extent do you agree with this statement?	<ul style="list-style-type: none"> -understand the class system -infer how living conditions changed for the working class. -understand the changing nature of crime and evaluate the nature of punishment. -compare and contrast changing work conditions in factories and mines. -assess how inventions revolutionised the lives of British people. -consider the significance of Saltaire during the Industrial Revolution and debate the importance of Sir Titus Salt. -Independent Homework Enquiry also linked to Black History Month; as an alternative to the Robert Peel, who should be commemorated with a statue in Peel Park. 	Economy/Industry Trade Transport/travel Technology Government Nation Crime and Punishment Society
Suffrage People in Britain had equal voting rights in the 19th and 20th century. Discuss	<ul style="list-style-type: none"> -discuss how political changes affected voting rights in the 19th century. -explore why and how the women’s suffrage movement developed, debating the appropriateness and effectiveness of methods. -conclude how some women acquired the vote in 1918. 	Discrimination Protest Government Legislation Propaganda Society Democracy
Civil Rights How did protest challenge racism in 20th century America?	<ul style="list-style-type: none"> -understand what civil rights were and interpret what life was like in 1950s America. -know what the Jim Crow laws were. -analyse how segregation affected education and understand how it was challenged. -discuss how segregation on buses was challenged. -examine Martin Luther King’s Dream and analyse how he attempted to achieve it. -examine the impact of the march 	Discrimination (racism) Protest Government Legislation Society Democracy

	<p>from Selma to Montgomery on the civil rights movement.</p> <ul style="list-style-type: none"> -explore the significance and impact of the Civil Rights Acts. -understand the significance and need for the Black Lives Matter Movement 	
<p>Twentieth century conflict, WW2 and consequences</p> <p>Why did the World Wars occur and what impact did they have on Britain?</p>	<p>WW2:</p> <ul style="list-style-type: none"> -analyse how and why WW2 started in 1939. -assess how Hitler rose to power. -explore how and why Jewish people were persecuted. -recognise the impact of evacuation and rationing on Britons. -judge what the most effective way to stay safe during the Blitz. -recognise the significance of women and soldiers from the Commonwealth/Empire contribute to the war effort. -understand how and WW2 end. 	<p>Commemoration</p> <p>Nation</p> <p>Occupation (of territory)</p> <p>Peace/Treaty</p> <p>Power</p> <p>Propaganda</p> <p>Society</p> <p>War</p>
<p>The British Empire – Indian Partition</p> <p>How and why did Partition occur?</p>	<ul style="list-style-type: none"> -Understand how, through the British East India Company, British people first gained influence and power in India. -Explore how and why the British Raj come into existence. -Reflect on how the British ruled through its Empire. -Consider the factors which led to Partition occurring in 1947. -Recognise the short-term impact of Partition. -Understand the long-term significance and legacy of Partition. 	<p>Protest</p> <p>Empire</p> <p>Colonisation/decolonisation</p> <p>Power</p> <p>Economy/Trade</p> <p>Exploration</p> <p>Nations/nationalism</p> <p>Commemoration</p> <p>Migration</p>