

## History Concept Mapping

In this document, the substantive and disciplinary concepts covered in our history curriculum are mapped out so teachers can see where concepts have been encountered by children throughout the entire curriculum. Substantive concepts are those concerned with the subject matter of history – the substance, or content, about which students are learning. Disciplinary knowledge is knowledge about how historians investigate the past and construct claims, arguments, accounts.

The substantive concepts covered in the PKC history curriculum are: **ancestry, monarchy, law, tax, Parliament, religion, (puritan), civil war, power, democracy, civilisation, empire, invasion, conquer, rebellion, protest, civil rights, equality, society, migration, trade, conflict, hierarchy, settlement, protest, civil rights, equality, religion/church, government, war, dynasty, slavery, resistance, revolt, urbanisation, industrialisation, imperialism, poverty, propaganda, patriotism, nationalism, feminism, suffrage, dictatorship, refugee, racism, warfare, genocide, alliance, capitalism, communism, protectionism (containment), expansionism and race.**

The disciplinary concepts covered in the PKC curriculum are: **sources & evidence, historical significance, cause and consequence, continuity & change, similarities & differences and historical interpretations.**

Chronological understanding is threaded throughout the units.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery/Pre-School</b>	<p><b><u>All About Me</u></b></p> <p>Children are introduced to very simple <b>chronology</b>.</p> <p>How they have <b>changed</b> since they were born.</p> <p>Children begin to recognise the <b>past and present</b>.</p> <p>Children know that families grow together over time.</p>	<p><b><u>Journeys</u></b></p> <p>Here children are building their <b>chronological understanding</b>, perhaps being able to say ‘a long time ago’ and ‘but now we...’ which is the beginning of the process they will go through to create a mental timeline as they work through the curriculum in early years and beyond. Children will build on this understanding in Reception when they look at transport.</p>	<p><b><u>Dinosaurs</u></b></p> <p>This unit has been designed to introduce young children to early <b>chronological conceptual understanding</b>. They will learn about dinosaurs; creatures that were alive a very, very, long time ago. Teachers will, over time, help children to begin placing things on a timeline in extremely simple terms; dinosaurs lived a long time ago, I am alive now. Children will continue to build their conceptual understanding of chronology over time as they work through the Primary Knowledge Curriculum, adding to their mental timeline as</p>	<p><b><u>Growing and Changing</u></b></p> <p>This unit focuses more on The Natural World (Science) and People, Culture and Communities (Geography) elements of Understanding the World</p>	<p><b><u>Animals and their Babies</u></b></p> <p>This unit focuses more on The Natural World (Science) and People, Culture and Communities (Geography) elements of Understanding the World</p>	<p><b><u>Heroes and Adventurers</u></b></p> <p>This unit has been designed to introduce children to a range of different <b>significant people</b> including Valentina Tereshkova, Ernest Shackleton, Edmund Hillary, Tenzing Norgay and Malala Yousafzai. The people we have chosen form the substantive knowledge for this unit, the knowledge we want children to take away with them. With nursery age children, this could be simply recognising one of the people they have learned about, other children may go further and be able to talk about what the people did that was special</p>

			their understanding of the past develops.			
<b>Reception</b>	<p><b><u>All About Me</u></b></p> <p>Children are beginning to recognize the <b>past</b>, <b>present</b> and the <b>future</b>.</p> <p>Children are beginning to understand <b>chronology</b> and the passing of time.</p>	<p><b><u>Transport Past and Present</u></b></p> <p>Children will think about how things are moved around the world on cargo ships. This will help children to build an understanding of <b>trade</b> in KS1 and KS2.</p> <p>Children then begin to think about transport in the past. This learning supports children to achieve the Past and Present ELG at the end of reception and contributes to their understanding of <b>change</b> over time. They learn about George Stephenson and his steam train, 'The Rocket'. You can focus on children thinking about chronology in very simple terms; 'a long time ago trains used steam power.</p> <p>Children recognise that transport in the past was very <b>different</b> from transport today.</p> <p>Children know that trains ran by steam in the past. Children know transport has changed over time.</p>	<p><b><u>Space</u></b></p> <p>Understanding from this unit will form a foundation of knowledge that will be built upon later in Reception when children find out about Valentina Tereshkova, a Russian cosmonaut who they also learn about when studying the Cold War in History in Year 6.</p> <p>This unit has also been designed to help children understand that we don't know everything about space, but that scientists, called astronomers, study space to find out more about it. This <b>disciplinary understanding</b> builds on what children know about palaeontologists from PKC Nursery plans.</p> <p>Children will know that in the past, astronauts went to the moon. Children will recognise Neil Armstrong as an astronaut that walked on the surface of the moon (<b>significance</b>).</p>	<p><b><u>Growing and Changing</u></b></p> <p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming (<b>change, similarities, difference</b>)</p>	<p><b><u>Kings and Queens</u></b></p> <p>This unit introduces Reception children to some fundamental ideas about the <b>monarchy</b>, leadership of our country and <b>power</b>. They will begin to understand that our country is ruled by a monarch, the King and that our <b>government</b> are chosen to make decisions for our country. This is just an introduction to this conceptual understanding and these ideas will be returned to throughout the PKC curriculum, particularly in History in KS1 and KS2</p> <p>Children may be able to talk about a local building with Royal links or <b>historical significance</b>.</p> <p>Children know that King John <b>taxed</b> people and put people in prison. Children know the Barons asked King John to make promises in the Magna Carta.</p> <p>Children know that the Magna Carta is an important document from history (<b>sources</b>)</p>	<p><b><u>Stories from the Past</u></b></p> <p>Children will learn that stories have been told in many places around the world; they will learn about St George and where it is believed he came from, <b>Ancient Greece</b>, Aesop and what historians believe about his identity and the Anansi stories which are Ashanti folk tales from West Africa that were taken to other places including the Caribbean during the <b>Slave Trade</b> as people were forcibly transported around the world. Children will study the Ancient Greeks in KS2, they will also study the Abolition of Slavery in History in Year 5 and Africa in Geography in Year 6. Enjoying the stories in the Early Years will help children to connect to other areas of the curriculum in KS1 and KS2.</p>

					Children know that the <b>Prime Minister</b> is chosen to make decisions about our country. Children know that adults vote (or choose) who they want to be our Prime Minister.	
<b>Y1</b>	<p align="center"><u>Discovering History</u></p> <p align="center"><i>Chronological understanding</i></p> <p>Key substantive concepts introduced in this unit are <b>ancestry</b>, and <b>monarchy</b>.</p> <p>Key disciplinary concepts introduced are <b>sources &amp; evidence</b> and <b>historical significance</b>.</p>		<p align="center"><u>Kings and Queens</u></p> <p align="center"><i>Chronological understanding</i></p> <p>Key substantive concepts focused on in this unit are <b>monarchy, law, tax, Parliament, religion, (puritan), civil war</b> and <b>power</b>.</p> <p>Key disciplinary concepts focused on are <b>causation</b> (e.g., what caused the barons to force King John to seal the Magna Carta) and <b>sources and evidence</b> (children learn that we know about the Magna Carta as it was written down).</p>		<p align="center"><u>Parliament and Prime Ministers</u></p> <p>Key substantive concepts focused on in this unit are <b>power, Parliament</b>, and <b>democracy</b>.</p> <p>Key disciplinary concepts focused on are <b>historical significance</b> (historians believe Simon de Montfort to be the 'Father of English Parliament'), and <b>continuity &amp; change</b>. The children will also look at an important <b>source</b>- an image of the Bill of Rights.</p>	
<b>Y2</b>	<p align="center"><u>Romans in Britain</u></p> <p>Key substantive concepts introduced in this unit are <b>civilisation, empire, invasion, conquer</b>, and <b>rebellion</b>. These concepts will be introduced for the first time, providing a foundation for the key stage 2 curriculum.</p> <p>Key disciplinary concepts introduced are <b>sources &amp; evidence</b> (looking at how we know about the Romans from the things they left behind, included written sources), and <b>continuity &amp; change</b> (looking at how the Roman invasion changed life in Britain).</p>		<p align="center"><u>The Tudors</u></p> <p>Key substantive concepts covered in this unit are <b>monarchy, power</b> and <b>religion</b>.</p> <p>Key disciplinary concepts covered in this unit are <b>sources &amp; evidence, historical significance</b> and <b>similarities &amp; differences</b>.</p>		<p align="center"><u>Powerful Voices</u></p> <p>Key substantive concepts covered in this unit are <b>empire, protest, civil rights</b>, and <b>equality</b>.</p> <p>Key disciplinary concepts covered in this unit are <b>sources &amp; evidence</b> (looking at quotes from the past), <b>historical significance</b> (beginning to develop children's understanding that historians choose to study people who they think are 'significant') and <b>continuity &amp; change</b> (looking at the changes that have happened because of the people being studied, e.g. the Montgomery Bus Boycott which stopped segregation on buses in America).</p>	
<b>Y3</b>	<p align="center"><u>Stone Age to the Iron Age</u></p> <p>Key substantive concepts include <b>society</b>-looking at how people lived,</p>	<p align="center"><u>Ancient Egypt</u></p> <p>Key substantive concepts looked at in this unit are <b>civilisation, society</b>,</p>	<p align="center"><u>The Anglo Saxons, Scots and the Vikings</u></p> <p>Key substantive concepts focused on in this unit are <b>migration, invasion, law, trade, settlement, religion</b> and <b>monarchy</b>.</p>		<p align="center"><u>Law and Power (1154-1272)</u></p> <p>Key substantive concepts covered in this unit are <b>law, monarchy</b>,</p>	<p align="center"><u>The War of the Roses</u></p> <p>Key substantive concepts focused on in this unit are <b>monarchy, power</b> and <b>civil war</b>.</p>

	<p><b>migration, religion, trade</b> and how <b>conflict</b> between warring tribes resulted in the need for weaponry and protection (e.g. the building of Hill forts).</p> <p>Key disciplinary concepts introduced are <b>sources &amp; evidence</b> (looking at how we know about life in Britain during the Stone Age to the Iron Age from the things left behind), and <b>continuity &amp; change</b> (looking at how life in Britain changed/stayed the same during this time, e.g. how the introduction of farming made a significant change to how people lived their lives)</p>	<p><b>power, hierarchy and religion.</b></p> <p>Key disciplinary concepts introduced are <b>sources &amp; evidence</b> (looking at how we know about life in Ancient Egypt from the things left behind), and <b>similarities and differences.</b></p>	<p>Key disciplinary concepts focused on are <b>similarities &amp; differences</b> (between the ways the Anglo Saxons and the Vikings lived on their settlements) and <b>continuity &amp; change</b> (how did life change in England between 450 and 1066, how did religion change over this time period). They will also look at <b>sources and evidence</b> (including Julius Casear’s account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time)</p>	<p><b>invasion, and religion/church.</b></p> <p>Key disciplinary concepts explored in this unit are <b>continuity &amp; change</b> (looking at the changes that have happened because of the people/events being studied, e.g. the legal reforms of Henry II) and <b>historical significance</b> (beginning to develop children’s understanding that historians ascribe significance to people and events, such as the significance of Henry II as the ‘Father of Common Law’, the Magna Carta and Simon de Montfort setting up the first parliament) and <b>interpretation</b> (how historians interpret the past using evidence e.g. interpreting King John as a tyrant)</p>	<p>Key disciplinary concepts focused on are <b>causation</b> (e.g. looking at why the wars of the roses started), <b>historical interpretations</b> (e.g. using evidence to look at different historical perspectives of Richard III) and <b>sources and evidence.</b></p>
<p><b>Y4</b></p>	<p style="text-align: center;"><u><b>Ancient Greece</b></u></p> <p>Key substantive concepts explored in this unit include <b>power, democracy, empire, and civilisation.</b></p> <p>Key disciplinary concepts applied are <b>sources &amp; evidence</b> (looking at how we know about life in Ancient Greece) and children begin to look at <b>similarity and difference</b> (how the lives between rich/poor and males/females differed in this period).</p>	<p style="text-align: center;"><u><b>Life in Ancient Rome</b></u></p> <p>Key substantive concepts focused on in this unit are <b>empire, civilisation, power, monarchy, government and democracy.</b></p> <p>Key disciplinary concepts focused on are <b>similarities &amp; differences</b> (how life in</p>	<p style="text-align: center;"><u><b>The Rise and Fall of Rome</b></u></p> <p>Key substantive concepts covered in this unit are <b>empire, conflict, civilisation, power, and religion.</b></p> <p>Key disciplinary concepts covered in this unit are <b>historical significance</b> (e.g. Julius Caesar), <b>continuity and change</b> (e.g. the rise</p>	<p style="text-align: center;"><u><b>The Stuarts</b></u></p> <p>Key substantive concepts focused on in this unit are <b>monarchy, law, religion and war.</b></p> <p>Key disciplinary concepts focused on are <b>historical significance</b> (by explaining that historians study people and events that they ascribe historical significance too, such as Charles I and the Great Fire of London), <b>causation</b> (e.g. looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London), <b>consequence</b> (e.g. analysing some of the consequences of the Great Fire of London and the</p>	

			Ancient Rome was experienced differently by different people), <b>sources &amp; evidence</b> (preserved ruins of Pompeii).	and fall of the Roman Empire, the rise of Christianity) <b>causation</b> (what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?)	English Civil War) <b>historical interpretations</b> (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) and <b>continuity &amp; change</b> (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time). They will also look at a wide range of <b>sources and evidence</b> including transcripts of speeches, books, diary entries, paintings, death record, and architect plans.	
<b>Y5</b>	<u>Baghdad c900 CE</u>  Key substantive concepts focused on in this unit are <b>dynasty, empire, civilisation, and invasion</b> .  Key disciplinary concepts focused on are <b>continuity &amp; change, and sources &amp; evidence</b> .	<u>The Early British Empire</u>  Key substantive concepts focused on in this unit are <b>empire, trade, power and war</b> .  Key disciplinary concepts focused on are <b>causation, sources and evidence</b> and <b>interpretation</b> .	<u>The French Revolution</u>  Key substantive concepts covered in this unit are <b>society, urbanisation and industrialisation</b> .  Key disciplinary concepts covered in this unit are <b>sources &amp; evidence</b> (e.g. analysing paintings of the Industrial landscape), <b>historical significance</b> (beginning to develop children’s understanding that historians accord significance to people, events and inventions e.g. the invention of the steam, engine) and <b>continuity &amp; change</b> and <b>similarities and differences</b> (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society).	<u>The Transatlantic Slave Trade</u>  Key substantive concepts covered in this unit are <b>slavery, empire, trade, migration, resistance, and revolt</b> .  Key disciplinary concepts covered in this unit are <b>historical significance</b> (e.g. why is the transatlantic slave trade historically significant?), <b>causation, and sources and evidence</b> .	<u>The Industrial Revolution</u>  Key substantive concepts covered in this unit are <b>society, urbanisation and industrialisation</b> .  Key disciplinary concepts covered in this unit are <b>sources &amp; evidence</b> (e.g. analysing paintings of the Industrial landscape), <b>historical significance</b> (beginning to develop children’s understanding that historians accord significance to people, events and inventions e.g. the invention of the steam, engine) and <b>continuity &amp; change</b> and <b>similarities and differences</b> (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society)	<u>The Victorian Age</u>  Key substantive concepts covered in this unit are <b>monarchy, industrialisation, urbanisation, empire, imperialism and poverty</b> .  Key disciplinary concepts covered in this unit are <b>sources &amp; evidence</b> (e.g. using primary sources, including local examples), <b>continuity &amp; change</b> (e.g. how life during, and after, the Victorian era has changed/stayed the same) <b>significance</b> (e.g. the historical significance of Queen Victoria- how she shaped Britain) and <b>similarities and differences</b> (e.g. looking at the lives of the rich and the poor).
<b>Y6</b>	<u>World War 1</u>	<u>The Suffragettes</u>	<u>The Rise of Hitler and WWII</u>	<u>WWII and the Holocaust</u>	<u>The Cold War</u>	<u>The History of Human Rights</u>

	<p>Key substantive concepts focused on in this unit are <b>empire and war</b>, as well as <b>propaganda, imperialism, patriotism, nationalism, invasion</b>, and <b>democracy</b>.</p> <p>Key disciplinary concepts focused on are <b>causation, consequence, similarities &amp; differences</b> (how the war was experienced differently by different people), <b>continuity and change</b> (in terms of warfare) and <b>sources &amp; evidence</b></p>	<p>Key substantive concepts focused on in this unit are <b>feminism, suffrage, equality</b> and <b>democracy</b>.</p> <p>Key disciplinary concepts focused on are <b>sources and evidence</b> and <b>similarities &amp; differences</b>.</p>	<p>Key substantive concepts focused on in this unit are <b>nationalism, invasion, dictatorship, refugee</b> and <b>racism</b>.</p> <p>Key disciplinary concepts focused on are <b>causation</b> (what led to the outbreak of WWII) and <b>sources &amp; evidence</b> (analysis of Adolf Hitler quote).</p>	<p>Key substantive concepts covered in this unit are <b>empire, conflict, invasion, warfare, nationalism, propaganda</b> and <b>genocide</b>.</p> <p>Key disciplinary concepts covered in this unit are <b>historical significance</b> (e.g. why is it important to learn about the holocaust, why are these events/people studied by historians today- what makes them historically significant?), <b>similarity and difference</b> (between what lives were like for different people at this time) and <b>causation</b> (e.g. what factors may have led to the holocaust?)</p>	<p>Key substantive concepts covered in this unit are <b>alliance, war, capitalism, communism, protectionism (containment)</b> and <b>expansionism</b>.</p> <p>Key disciplinary concepts covered in this unit are <b>causation</b> (e.g. looking at the cause of the Cold War) <b>historical significance</b> (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the Cuban Missile Crisis and Arkhipov) and <b>historical interpretations and sources &amp; evidence</b> (e.g. looking at different historical interpretations of what led to the Cold War and discussing how and why interpretations have varied based on the evidence available)</p>	<p>Key substantive concepts covered in this unit are <b>migration, empire, religion, race</b>, and <b>law</b>.</p> <p>Key disciplinary concepts covered in this unit are <b>sources &amp; evidence</b> (e.g. using primary sources, including local examples), <b>continuity &amp; change</b> (e.g. how life in Britain has changed over time) <b>significance</b> (e.g. the historical significance of people and events such as the Civil Rights Movement, the introduction of important legislation) and <b>similarities and differences</b> (e.g. between the way that women and men were treated in the past).</p>
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