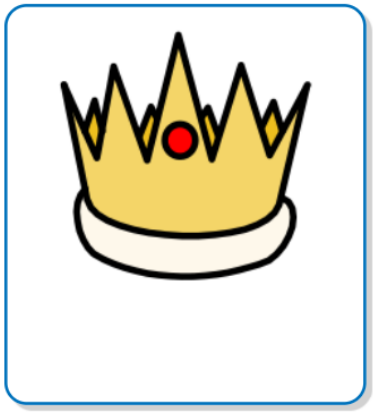
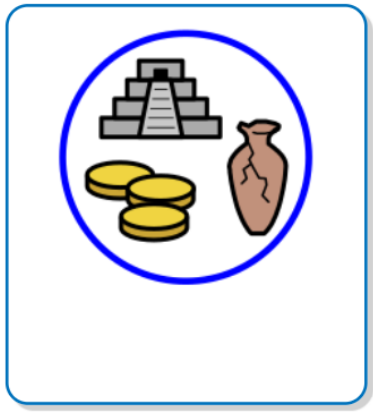
At Owston Park, our History Curriculum is organised around the key substantive concepts of Power and Conflict, Society and Civilisation, Change and Progress, and Impact and Legacy. These concepts provide a framework through which pupils develop a coherent understanding of the past, making connections between different periods, places and people studied throughout the curriculum. Pupils explore how societies are organised and governed, how communities and civilisations develop, how innovation and change shape people's lives, and how significant conflicts and events continue to influence the world today. These concepts are sequenced carefully, revisited and deepened over time, enabling pupils to build secure and connected historical knowledge.
Alongside this, pupils develop their disciplinary knowledge through Chronological Understanding, Investigation and Enquiry, Continuity and Change, Understanding Cause and Effect, and Presenting and Communicating Information, learning to think and work as historians by asking questions, analysing evidence, identifying patterns and communicating informed conclusions about the past.

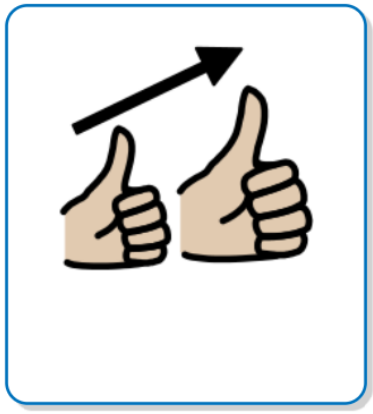
## Our History Concepts



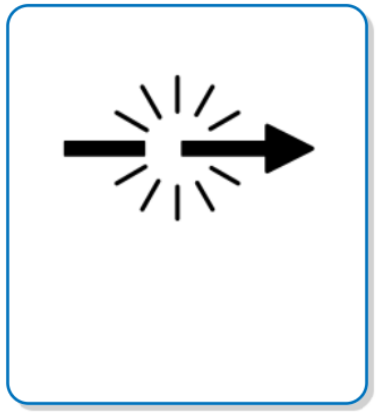
**Power & Conflict:**
How people govern, lead and influence others.



**Society & Civilisation:**
How people live and organise themselves.



**Change & Progress**
How ideas, technology and ways of living develop over time.



**Impact & Legacy**
How significant events and periods shape the future.

Knowledge Progression – History

| | Key Concepts Covered | Vocabulary | Substantive Knowledge | Disciplinary Knowledge |
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| EYFS | Change and progress | before, after, past, present, old, new, family, memory, same, different, history | Children know that they have changed since they were babies. They understand that the past is different from the present and can talk about important events in their own lives and the lives of family members. They know that photographs, stories and objects can tell us about the past. They recognise similarities and differences between their lives and those of people in the past. | Talk about events in the past and present. Sequence familiar events using language such as before and after. Ask and answer simple questions about photographs, stories and artefacts. Compare aspects of life from different times and communicate ideas through discussion, role play, drawings and storytelling. |
| Y1 | Autumn: Toys Through Time – Change & Progress<br><br>Spring: GfoL and Mary Anning – Impact & Legacy<br><br>Summer: Transport – Change & Progress. | artefact, astronaut, chronological, diary, extinct, fossil, local, monarch, new, old, past, pilot, present, queen, significance, source, timeline, transport | Children know that their own lives and local area are part of history and that life has changed within living memory.<br>They know that people in the past lived differently and that changes can be seen in homes, jobs, transport, technology and communities. They know about significant individuals and events including Samuel Pepys, Mary Anning, Amelia Earhart, Neil Armstrong, King Charles III and the Great Fire of London. They understand that some people and events are remembered because they had a significant impact and helped shape the world today. They know that transport has changed over time and that advances in technology have enabled new forms of travel and exploration. | Place events and people on a simple timeline using language such as before, after, past and present.<br>Ask questions about the past and use photographs, artefacts, fossils, diaries and oral histories as sources of evidence.<br>Identify similarities and differences between past and present.<br>Recognise simple causes and effects of historical events and changes. Communicate historical understanding through discussion, role play, captions, diaries, comparisons and explanations using appropriate historical vocabulary. |
| Y2 | Autumn: Titanic & Intrepid Explorers – Impact & Legacy<br><br>Spring: Castles – Power & Conflict<br><br>Summer: Grace Darling & The Victorians – Impact | battle, captain, castle, class, defence, endurance, empire, expedition, explorer, heir, industrialisation, industry, invasion, monarch, Normans, pioneer, power, reign, significance, source, voyage, workhouse | Children know that significant national and global events took place beyond living memory and can explain why they are remembered. They know that the Norman invasion of 1066 changed who ruled England and led to the building of castles for defence and control. They understand that people lived differently according to their status and wealth in medieval and Victorian society. They know that exploration has helped people learn more about the world and can describe the achievements and challenges of explorers such as Robert Falcon Scott, Roald Amundsen and Ernest Shackleton. They know that the Titanic | Place events, periods and significant individuals on a timeline and begin to recognise events occurring at similar times.<br>Use a wider range of sources, including photographs, diaries, artefacts, maps, memorials and archaeological evidence, to ask and answer questions about the past.<br>Compare life in different historical periods and identify similarities and differences between societies. Explain simple and |

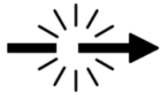
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| | & Legacy and Change & Progress | | sank on its maiden voyage in 1912 and can explain some of the factors that contributed to its sinking. They understand that Victorian Britain was a period of significant change, including developments in transport, industry, education and leisure, and that significant individuals such as Grace Darling are remembered because of their actions and achievements. | multiple causes of historical events and describe their consequences. Present historical understanding through discussion, debate, first-person accounts, reports, biographies and labelled diagrams using increasingly accurate historical vocabulary. |
| Y3 | Autumn – The Stone Age to The Iron Age – Change & Progress and Society & Civilisation<br><br>Spring – Ancient Greece – Power & Conflict and Impact & Legacy<br><br>Summer – Ancient Egypt – Society & Civilisation | AD, archaeologist, artefact, BC, chronology, city-state, civilisation, democracy, deity, hierarchy, hunter-gatherer, invasion, irrigation, Iron Age, mummification, polytheist, prehistory, settlement, trade. | Children understand that Britain changed significantly from the Stone Age to the Iron Age as people moved from nomadic hunter-gatherer lifestyles to farming communities using metal tools and living in permanent settlements. They know that evidence such as artefacts, fossils and archaeological remains helps historians understand prehistoric life. They understand that Ancient Greece and Ancient Egypt were advanced civilisations that existed at the same time as periods of prehistoric Britain and can make comparisons between them. Children know that Ancient Greece was organised into city-states, developed an early form of democracy and made lasting contributions to art, architecture, science, philosophy and sport. They understand that Ancient Egypt developed along the River Nile, had a highly structured society, complex religious beliefs and significant achievements including hieroglyphics, pyramids and mummification. They recognise that ancient civilisations continue to influence life today through their ideas, achievements and innovations. | Use timelines to place periods, civilisations and events in chronological order and understand the concepts of BC and AD. Recognise concurrence by identifying what was happening in different places at the same time. Use archaeological evidence, artefacts, ruins, documents and other sources to investigate the past and answer historical questions. Begin to generate their own questions about sources and consider how and why evidence was created. Compare societies, beliefs and ways of life across different periods and civilisations. Explain causes and consequences of historical developments such as the growth of farming, the rise of powerful civilisations and the emergence of democracy. Present historical understanding using historical vocabulary, debates, written accounts, presentations and reasoned judgements supported by evidence. |
| Y4 | Autumn – WW1 – Power & Conflict<br><br>Spring – Romans – Power & Conflict and Impact & Legacy | Allies, Angles, armistice, Athelstan, aqueduct, campaign, Celts, Central Powers, Christianity, conquer, Danegeld, democracy, emperor, empire, evacuation, front line, government, home | Children understand that the Roman Empire expanded through invasion and conquest, bringing significant changes to Britain including roads, towns, laws and engineering. They know that some groups resisted Roman rule, including Boudicca and the Iceni. They understand that Britain was later invaded and settled by the Anglo-Saxons and Vikings, leading to changes in power, religion, society and national identity. They know that Christianity became established during this period and that | Use increasingly complex timelines to place periods and events in relation to one another and identify connections across historical periods. Use a range of sources including artefacts, archaeological evidence, letters, photographs, posters and historical accounts to investigate the past and make reasoned inferences. Recognise that sources |

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| | Summer – Vikings – Power & Conflict and Society & Civilisation | front, illumination, invade, invasion, Jutes, Latin, legions, manuscript, meadow, memorial, monk, mosaic, munitions, propaganda, rationing, rebellion, recruit, remembrance, Roman numerals, rune, Saxons, soldier, thatch, trench, volunteer, wattle-and-daub, Weregeld | England gradually emerged as a unified kingdom. They understand that World War One was a global conflict that affected both soldiers and civilians, changing everyday life through rationing, propaganda, changing roles for women and children, and government intervention. They recognise that these periods left lasting legacies that continue to influence Britain today. | can present different viewpoints and begin to evaluate reliability, bias and interpretation. Compare different societies and periods to identify continuity and change. Explain causes and consequences of invasions, warfare, religious change and societal developments. Present historical understanding through reports, debates, presentations, diagrams, diary entries and extended written responses using increasingly sophisticated historical vocabulary. |
| Y5 | Autumn – The Victorians – Change & Progress<br><br>Spring – Ancient Islamic Civilisation – Society & Civilisation and Impact & Legacy<br><br>Summer – Windrush – Impact & Legacy | agriculture, Allah, Arabia, caliph, caliphate, census, century, citizen, civilisation, colony, commonwealth, decolonisation, emigration, empire, Empire Windrush, Hijra, House of Wisdom, immigration, immigrant, industrial revolution, industry, invention, Islam, locomotive, mass production, Mecca, Medina, migration, monarch, mosque, multi-culturalism, Muslim, nationality, population, prejudice, prophet, Qur'an, racism, revolution, rural, scholar, technology, trade, urban, Victorian, workhouse | Children understand how powerful empires are established, expanded and maintained, comparing the Early Islamic Empire, the Roman Empire and the British Empire. They know that the Early Islamic Civilisation was a highly advanced society that made significant contributions to medicine, science, mathematics, astronomy and learning, many of which continue to influence the world today. They understand that the Victorian era transformed Britain through industrialisation, urbanisation, technological innovation and social reform, changing how people lived and worked. They know why people from the Caribbean migrated to Britain after WWII, the challenges they faced, and the significant contribution of the Windrush Generation to post-war Britain. They understand how migration, empire, innovation and social change have shaped modern British society. | Use chronology confidently to place periods, civilisations and events within wider historical narratives and identify periods of concurrence. Investigate the past using a range of increasingly sophisticated sources, including census records, photographs, written accounts, artefacts and historical data. Evaluate reliability, bias, interpretation and viewpoint when analysing evidence. Compare societies, empires and civilisations, identifying patterns of continuity and change across different periods. Explain complex causes and consequences relating to empire, migration, industrialisation and societal development. Present reasoned historical arguments through debate, discussion, reports, diaries, museum exhibits and extended written explanations supported by evidence. |

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| Y6 | Autumn – WWII – Power & Conflict<br><br>Spring – Crime & Punishment – Society & Civilisation<br><br>Summer – Medicine through Time – Change & Progress | ally, Allies, amputation, anaesthetic, anatomy, antibiotic, antiseptic, appeasement, Axis, blitz, bubo, cauterisation, contagious, cybercrime, deterrent, diagnosis, dictator, epidemic, execution, heresy, holocaust, hygiene, illegal, imprison, infirmary, judge, jury, justice, miasma, morality, Nazi, ordeal, outlaw, parliament, penicillin, physician, pneumonic, propaganda, protest, punishment, quarantine, rationing, rebellion, rehabilitation, splint, symptom, transportation, treason, trial, vaccination | Children understand how historical events, beliefs and discoveries have shaped modern society. They know that the Treaty of Versailles contributed to the rise of Adolf Hitler and the outbreak of World War II, and understand the impact of war on Britain, Europe and the wider world. They know that medical understanding has evolved from superstition and limited scientific knowledge to evidence-based healthcare through the work of significant individuals such as Hippocrates, Florence Nightingale, Joseph Lister and Alexander Fleming. They understand that ideas about crime, punishment and justice have changed over time as society, government and technology have developed. They recognise that modern systems of healthcare and justice are the result of centuries of change, debate and innovation. | Use chronology confidently to analyse themes and developments across long periods of history, identifying patterns of continuity and change. Evaluate a wide range of primary and secondary sources, considering reliability, bias, viewpoint and purpose. Develop and investigate historically valid questions, selecting evidence to support conclusions. Explain complex causes and consequences, recognising that events often have multiple interrelated factors. Present balanced historical arguments using precise historical vocabulary, evidence and reasoned judgements through discussion, debate, reports and extended writing. |

Knowledge Progression – History

Concept development over time

| Key Focus |  Power & Conflict |  Society & Civilisation |  Change & Progress |  Impact & Legacy |
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| EYFS | Family roles and responsibilities. | Family and belonging | How children have grown and changed over time | Memories and significant events and people in their lives |
| Y1 – Toys Through Time | | How children played in different periods | How toys and technology have changed | What toys can tell us about life in the past |
| Y1 – GfoL & Mary Anning | Introduce idea of kings, queens and monarch | Life in London in 1066 | Scientific understanding through fossil discoveries, how women were perceived as scientists | Why people and events are remembered today |
| Y1 – Transport Through Time | | How transport affected people's lives | How transport has changed | Why we remember significant individuals e.g. Amelia Earhart |
| Y2 – Titanic & Intrepid Explorers | | Experiences of passengers in different classes | Advances in travel and exploration | Significant achievements and events remembered today |
| Y2 - Castles | William the Conqueror - invasion, monarchy, defence and control | Life within castles and medieval society | How castles developed over time | How Norman influence can still be seen today |
| Y2 – The Victorians incl. Grace Darling | Victorian monarchy and the empire | Daily life for rich and poor Victorians | Industrialisation and innovation | Grace Darling's lasting significance |

Knowledge Progression – History

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| Y3 – Stone Age to Iron Age | Development of social structures | Settlements, farming and communities. | The transition from hunter-gatherers to farmers and the development of tools and metal work | Stonehenge, Skara Brae and prehistoric developments that shaped later society |
| Y3 – Ancient Greece | City States, democracy, invasions and warfare | Daily life, beliefs and social systems | Development of democracy, philosophy, science and architecture | The Olympics, democracy and Greek influence on the modern world. |
| Y3 – Ancient Egypt | Pharaohs, hierarchy and power structures | Civilisation, religion, social hierarchy and daily life | Development of irrigation, writing, engineering and architecture | Egyptian achievements influencing the ancient world |
| Y4 – World War 1 | International conflict, allies and warfare | The impact on soldiers and civilians | Changes in society, warfare and women's roles | Remembrance and the ongoing significance of WW1 |
| Y4 – Romans | Invasion, empire and rebellion | Roman life in Britain and across the empire | Roman engineering, roads and towns | What did the Romans ever do for us? The enduring legacy |
| Y4 – Vikings & Anglo-Saxons | Invasion and struggles for control of Britain | Settlements, beliefs and everyday life | Changes in religion, government and culture | Lasting influence on language, religion, law and place names |
| Y5 - Victorians | Britain's global influence and empire | Victorian society, class and industry | Industrialisation, innovation and reform | The Victorian period's influence on Modern Britain |
| Y5 – Ancient Islamic Civilisation | Growth and influence of the Islamic Empire | Baghdad and the development of a sophisticated civilisation | Advances in science, medicine, mathematics and astronomy | The lasting contributions of the Islamic Golden Age |
| Y5 – Windrush | Government policies and citizenship | Experiences of migrants and changing communities | Social change in Post-War Britain | The contribution of the Windrush Generation to modern Britain |

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| Y6 - WWII | Dictatorship, conflict, resistance and leadership | The experiences of people in Nazi Germany | Developments in warfare and technology | The impact of WWII on the modern world |
| Y6 – Crime and Punishment | Government and individuals influencing healthcare | How societies responded to illness and disease | Medical discoveries and scientific advancement | Modern healthcare developed from centuries of innovation |
| Y6 – Medicine Through Time | Laws, authority and systems of justice | Changing attitudes towards crime and punishment | Development of punishment and rehabilitation over time | How the modern justice systems are shaped by historical developments |