

Knebworth Primary School History Matrix



Children will be inspired to learn about and from the past and develop empathy for the lives of others throughout history so that they can shape a better future world.

"A people without the knowledge of their past origin and culture is like a tree without roots."

Marcus Garvey

Curriculum aims:

KS1:

Changes within living memory

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods

Local history

KS2:

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

Note connections, contrasts and trends over time and develop the appropriate use of historical terms

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this

3 concepts – leadership, conflict and childhood

<i>Deep Roots</i>	Autumn		Spring		Summer		Key Vocabulary
	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	

<p>Y1</p>	<p>Constructing the Past, Significance and Interpretation, Cause and Effect</p> <p>To identify To explain To understand To understand cause and effect</p>	<p>The Gunpowder Plot Events Beyond Living Memory Which are Significant Nationally</p> <p>Leadership – James I and government</p> <p>Conflict – causes of plot</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Monarchy 2. Religion 3. Revolution 4. Nation 5. Parliament 6. Commemoration <p>To know:</p> <ol style="list-style-type: none"> 1. The date of bonfire night 2. What The Gunpowder Plot was 3. How do we celebrate it today 4. Why it is celebrated 	<p>Significance and Interpretation, Comparison, Sources, Change and Development</p> <p>To identify To empathise To form judgements To use sources</p>	<p>Transport Changes within Living Memory</p> <p>Leadership – Brunel and beginning of passenger railways</p> <p>Conflict – The Space Race</p> <p>Childhood – Toy cars (use to explore the history of cars)</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Innovation 2. Travel 3. Resistance 4. Country 5. President 6. Inventor <p>Writing: How have cars changed over time?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. Russia and America were in the space race 	<p>Comparison, Cause and Effect, Change and Development, Using sources</p> <p>To understand To evaluate To compare To empathise To form judgements To use sources</p>	<p>Victorians Comparing the Lives of 2 Significant Individuals</p> <p>Leadership – Queen Victoria</p> <p>Conflict – Assassination attempts on Queen Victoria</p> <p>Childhood – holidays</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Queen 2. King 3. Empire 4. Mutiny 5. Assassination 6. Economy <p>END OF YEAR: How have holidays changed since the Victorian time?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. Victoria was Queen of England 2. The Similarities and 	<p>King, queen, space race, astronaut, timeline, Queen Victoria, Victorians, family</p> <p>Change, past, source, leadership, conflict, childhood</p>
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		<p>5. James I was king</p> <p>Hands on History: What are we celebrating – children watch a video of a firework display and look at a range of artefacts such as, a letter, picture of the houses of parliament. They have to guess what celebration we are learning about.</p> <p>Cross Curricular: SCIENCE seasonal changes ART Firework pictures GEORGAPHY Cultural traditions</p>		<p>2. Who Neil Armstrong is</p> <p>3. Who Katherine Johnson was</p> <p>4. That trains have changed from steam to electric</p> <p>5. How cars have changed</p> <p>Hands on History: Role play area – Use the role play area to allow children to pretend being an astronaut.</p> <p>Cross Curricular: ART Space – Starry Night by Van Gogh SCIENCE Space – Planets and solar system DT Moving Cars</p>		<p>Differences between Queen Victoria and Queen Elizabeth II</p> <p>3. There were 7/8 assassination attempts on Queen Victoria</p> <p>4. What Victorians did on holiday</p> <p>5. Similarities and differences to holidays today</p> <p>6. That a primary source is from that time</p> <p>Hands on History: Victorian Beach day, children engage in activities Victorians would have e.g. postcard writing, Punch and Judy show, ice cream</p> <p>Cross Curricular: STEM Brunel – create a stable structure</p>	
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						ART Seaside art – Monet Textiles – William Morris	
Y2	<p>Sequencing the Past, Constructing the Past, Change and Development, Cause and Effect and Significance and Interpretation</p> <p>To identify To explore To understand cause and effect</p>	<p>Great Fire of London Events Beyond Living Memory Which are Significant Nationally</p> <p>Leadership – Charles II/Thomas Bloodworthy</p> <p>Conflict – Role of Bloodworth</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Destruction 2. Sacrifice 3. Rebuild 4. Loss 5. Rights 6. Ruler <p>Writing: recount in English books and newspaper report.</p> <p>Great fire of London workshop.</p> <p>To know:</p>	<p>Significance and Interpretation,</p> <p>To explain To evaluate To explore To understand To use sources</p>	<p><u>Aztecs</u></p> <p>Leadership – Tlatoque/Tlatoani/emperor</p> <p>Conflict –The Spanish Invasion</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Legends 2. Invasion 3. Settlement 4. Empire 5. Migration 6. Colony <p>Writing: What are the similarities and differences in the stories of Montezuma’s treasure?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. What a Tlatoani was 2. The story of Montezuma’s treasure 	<p>Constructing the past, Significance and Interpretation, Using sources</p> <p>To identify To explain To compare To empathise To form judgements To use sources</p>	<p>Tudors History in Local Area</p> <p>Leadership – Tudor kings and Queens</p> <p>Conflict - War of the Roses – focus on Battle of Bosworth</p> <p>Childhood – Elizabeth I, Edward VI and Mary I</p> <p>Tudor day and looking at Hatfield House/Knebworth house.</p> <p>END OF YEAR: Report on Henry 8th.</p> <p>To know:</p> <ol style="list-style-type: none"> 1. 3 different Tudor monarchs 2. Who was fighting for power at Bosworth 3. The role of a king 	<p>Great Fire of London, mayor, tlatoani, Aztecs, legend, Tudors, estate, oppose, solve, trust, popular, child, adult</p> <p>Chronological, significance, impact, local history,</p>

		<ol style="list-style-type: none"> 1. Charles II was king 2. 1 strategy to fight the fire 3. Who Bloodworth was 4. How London changed after 5. How the fire started 6. What The Monument is 7. Events during the fire <p>Hands on History: We are archaeologists – Have pictures or artefacts and other items related to the Great Fire of London and put them into buckets/boxes with shredded paper in. Give children paintbrushes to clean the artefacts. Children have to search in the paper to excavate the artefacts.</p> <p>Cross Curricular: GEOGRAPHY map work</p>		<ol style="list-style-type: none"> 3. The Aztecs invented chocolate 4. The Spanish invaded the Aztecs 5. What modern country the Aztecs were from <p>Hands on History: Chocolate tasting - Children are shown different types of chocolate and think about it in Aztecs times and how it has changed</p> <p>Cross Curricular: ART Mask making – Aztec masks ENGLISH Looking at varying stories DT/SCIENCE Chocolate production</p>		<ol style="list-style-type: none"> 4. What Tudor children did 5. 1 Tudor child who grew up at Hatfield House 6. What Hatfield House was used for 7. How children's lives have changed throughout periods studied <p>Hands on History: Family Tree – Pretend the children are genealogists. Turn the classroom into a conservation room – put magnifying glasses and gloves out. Give the pictures of the Tudor monarchs and a blank family tree. Where does each member of the family go?</p> <p>Cross Curricular: SCIENCE Living things and their habitats</p>	
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						GEOGRAPHY Our island home ENGLISH Visual literacy – portraits	
Y 3	<p>Sequencing the past, Constructing the past</p> <p>To evaluate To understand To identify To compare To use timelines</p>	<p>Stone Age – Iron Age changes in Britain from the Stone Age to the Iron Age</p> <p>Conflict – early weapons, Amesby archer</p> <p>Childhood – roundhouses/daily life</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> Hunting Settlement Ancestor Home Family Tools <p>To know:</p> <ol style="list-style-type: none"> When the stone age was in relation to today 	<p>Significance and Interpretation, Compare and Contrast</p> <p>To understand To explain To discuss To compare To explore To use sources To understand cause and effect To evaluate</p>	<p>Romans the Roman Empire and its impact on Britain</p> <p>Leadership – Role of emperor, focus on Ceasar</p> <p>Conflict – Boudicca</p> <p>Childhood – Roman housing/what it was like to be a child</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> Rebellion Invasion Kingdom Tribes Treaty Trade <p>Writing: What inventions did the Romans bring to Britain?</p> <p>To know:</p>	<p>Using sources, Significance and Interpretation</p> <p>To understand To explain To discuss To compare To explore To use sources To identify</p>	<p>Romans A local history Study</p> <p>Concepts as before Further lessons on Local Roman history.</p> <p>Visit to St. Albans Roman Verulamium or Welwyn Roman baths.</p> <p>END OF YEAR: What signs of history are in our local area?</p> <p>Know that:</p> <ol style="list-style-type: none"> There were Roman settlements in the local area Primary sources come from the time period Secondary sources come from after the event 	<p>Neanderthal, archaeologists, artefacts, roundhouse, invasion, Roman, mosaic, villa, respect, passion, solution, argument,</p> <p>Compare, contrast, justify, primary, secondary</p>

		<ol style="list-style-type: none"> 2. The Stone Age people were hunter-gatherers 3. What cave paintings are 4. A difference between the stone age and iron age leaders 5. Who the Amesby Archer was 6. Features of a roundhouse 7. The change tools which were used <p>Hands on History: Turn the classroom into a 'cave' for the children to create their own cave paintings. Each child has a statement they must communicate through their picture.</p> <p>Cross Curricular: ART Cave paintings GEOGRAPHY Settlements and environments</p>		<ol style="list-style-type: none"> 1. The difference between a monarch and an emperor 2. Who Julius Cesar was 3. Who Boudicca was 4. How Boudicca rebelled 5. Features of a Roman house 6. That there are remains in St. Albans 7. 3 Roman inventions <p>Hands on History: Learn about Roman inventions through independent research e.g. books, computers and pictures. Carousel children around different stations letting them discover information.</p> <p>Cross Curricular: GEOGRAPHY Volcanoes and Mt Vesuvius ENGLISH</p>		<ol style="list-style-type: none"> 4. Historians learn about the past from sources 5. Not all sources are reliable <p>Hands on History: Market day at St. Albans Verulamium – looking at artefacts and discussing what they may have been used for. Recreating a Roman market.</p> <p>Cross Curricular: GEOGRAPHY Volcanoes and Mt Vesuvius ENGLISH Reading and interpreting sources</p>	
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		STEM Architecture – houses		Interpreting and using sources			
Y4	Sequencing the past To understand To explain To evaluate To compare To explore	Anglo – Saxons/Vikings Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Leadership – Anglo-Saxon invasions, settlements and kingdoms Conflict – Invasion of Lindisfarne Childhood – Anglo-Saxon and Viking Stories Other suggested substantive concepts to explore (others can be added as needed): 1. Invasion 2. Army 3. Conquest 4. Military 5. Religion 6. Monk	Significance and Interpretation, Cause and Effect, Change and Development, Using sources To understand To explain To compare To explore To identify To empathise	Anglo – Saxons/Vikings (continued)		Ancient Egyptians the achievements of the earliest civilizations Leadership – Pharaohs Childhood – Tutankhamun life and discovery/ Howard Carter Other suggested substantive concepts to explore (others can be added as needed): 1. Absolute monarchy 2. Autocracy 3. Destruction 4. Resistance 5. Power 6. Burial rites END OF YEAR: Have monarchies always been successful? To know: 1. What a pharaoh is 2. The power a pharaoh had	Longboat, Vikings, Anglo-Saxons, monarchy, destruction, Alexandria, literature, papyrus, hieroglyphics, Pharaoh, pyramid, Puritanism, parliament, archaeologist, honesty, integrity, resolved, friction Cause, effect, sequence, timeline, empathise

	<p>Possible: Visit to West Stow</p> <p>Writing: How did the Vikings invade Britain?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. That the Battle of Hastings was in 1066 2. The Scots invaded from Ireland into Northern Britain (now Scotland) 3. Who Edward the Confessor was 4. The Vikings invaded Lindisfarne 5. Features of a Viking longboat 6. 1 Norse mythology story 7. The story of Beowulf <p>Hands on History: Who is it? – Teach that Lindisfarne has been invaded. Set classroom</p>				<ol style="list-style-type: none"> 3. Who Tutankhamun was 4. How Tutankhamun was discovered 5. Where artefacts come from 6. What an archaeologist is 7. 2 achievements of the Ancient Egyptians <p>Hands on History: Discovery of a king - Set the classroom out as if the children are entering a tomb, they crawl in and see pictures of artefacts and any physical ones available. They have to decide about the type of person whose tomb they have found.</p> <p>Cross Curricular: SCIENCE Skeletons and muscles GEOGRAPHY map work</p>	
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		<p>out like a crime scene and hand out evidence bags to show pictures of things that were found. Who has invaded?</p> <p>Cross Curricular: ENGLISH Reading stories GEOGRAPHY Different countries and routes</p>					
Y5			<p>Significance and Interpretation, Sequencing the past,</p> <p>To understand To explain To evaluate To compare To use sources To empathise</p>	<p>Greeks Ancient Greece</p> <p>Leadership – democracy</p> <p>Conflict – The Greeks at war</p> <p>Childhood – role of children</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Democracy 2. Public 3. Freedom 4. Law 5. Rights 6. Peace 	<p>Change and Development, Cause and Effect, Using sources, Historical investigations</p> <p>To understand To explain To evaluate To use sources To identify To explore</p>	<p><u>Victorian Crime and Punishment</u> a study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Leadership – Police Force</p> <p>Conflict – Sentences and Elizabeth Fry</p> <p>Childhood – children in jail/reformatory schools</p> <p>Other suggested substantive concepts</p>	<p>Rank, army, war, trench, warfare, democracy, leader, Trojan, Troy, crime and punishment, justice, empowering, collaborative, dispute, settlement, education, routine</p> <p>Judgements, evidence, provenance, bias</p>

				<p>Writing: How did the Greeks impact our society today?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. What democracy is 2. That the Greeks invented democracy 3. The importance of democracy 4. What a hoplite was 5. What a child might have done in everyday life 6. Different sources used to find out about the Greeks <p>Hands on History: Ancient Greek Day – Children can come in wearing togas. They listen to stories about gods e.g. Hercules. They can give reasons why they should be elected as leader and they have a vote.</p>		<p>to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Law 2. Justice 3. Crime 4. Punishment 5. Freedom 6. Judiciary <p>END OF YEAR: Was John Walker guilty: case study</p> <p>To know:</p> <ol style="list-style-type: none"> 1. How the police force started 2. 1 problem facing the police 3. 1 problem facing everyday people 4. Who Elizabeth Fry was 5. Ways in which Elizabeth Fry changed the prison system 6. What happened to children who broke the law 	
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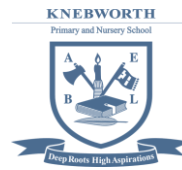
				<p>Cross Curricular: GEOGRAPHY map work WELLBEING Role of democracy</p>		<p>7. How to tell if a source is unreliable</p> <p>Hands on History: Case study - Use sources to tell if John Walker was guilty. Turn the classroom into a court room and children argue their ideas and cross examine witnesses.</p> <p>Cross Curricular: ENGLISH reading and interpreting sources</p>	
Y6	<p>Significance and Interpretation, Constructing the past, Using sources</p> <p>To understand To explain To evaluate To use sources To empathise</p>	<p><u>WWII</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Leadership – role of prime minister, Churchill/Chamberlain</p> <p>Conflict – War</p> <p>Childhood – evacuation</p>	<p>Sequencing the past, Change and Development</p> <p>To understand To explain To evaluate To identify To form judgements</p>	<p><u>Mayans</u> a non-European society that provides contrasts with British history</p> <p>Leadership – Leader hierarchy</p> <p>Conflict – the fall of the Mayans</p> <p>Childhood – education</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p>	<p>Cause and Effect, Sequencing the past, Change and Development</p> <p>To identify To explain To compare To empathise To form judgements To use sources To understand cause and effect</p>	<p><u>Henry VIII (if Time)</u> <u>Local history</u></p> <p>Leadership – his role as a king</p> <p>Conflict – marriages</p> <p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Marriage 2. Religion 3. Tyranny 4. Divorce 5. Inherit 	<p>Civilisation, empire, evacuation, prime minister, autocratic, marriage, divorce, beheaded, communicative, genuine, compromise, reconciliation, negotiation,</p> <p>Reliable, unreliable, evaluate, effective, ineffective,</p>

	<p>Other suggested substantive concepts to explore (others can be added as needed):</p> <ol style="list-style-type: none"> 1. Military 2. Appeasement 3. World 4. Country 5. Nationality 6. Politics <p>Writing: Diary entry (evacuation), newspaper report (attack on Coventry), persuasive text (army recruitment)</p> <p>To know:</p> <ol style="list-style-type: none"> 1. Who Winston Churchill and Neville Chamberlain were 2. What Chamberlain's appeasement policy was 3. 3 reasons why WWII started 4. What evacuation was 		<ol style="list-style-type: none"> 1. Society 2. Civilisation 3. Nobility 4. Invasion 5. Monarch 6. King <p>Writing: Why did the Spanish invade the Mayan civilisation?</p> <p>To know:</p> <ol style="list-style-type: none"> 1. The role of Mayan kings 2. The Spanish invaded 3. What noble children learned 4. What remains of Mayan society <p>Hands on History: Dance – Learn the steps to the Mayan Jaguar Dance, children could research Mayan priests and create a headdress. For the dance performance children could use face paint to create the look of a Mayan priest.</p> <p>Cross Curricular:</p>		<ol style="list-style-type: none"> 6. Royalty <p>END OF YEAR: Throughout history, who has been the best leader of Britain?</p> <p>Visit to Knebworth House looking into Tudor life there</p> <p>To know:</p> <ol style="list-style-type: none"> 1. Who Henry VIII was 2. What an autocratic rule is 3. What made Henry VII an autocratic king 4. Henry VIII had an older brother, Arthur 5. 2 activities Henry VIII enjoyed as a child 6. The 6 wives of Henry VIII 7. Henry VIII had to change the church to divorce 	
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		<p>5. Hardships faced by those evacuated</p> <p>6. 1 source which tell us about WWII</p> <p>Hands on History: Evacuation Christmas Party Day – Children come into school dressed up. They make name tags and think about things they would pack. Take part in activities children would have enjoyed when evacuated. Could take them to the village hall and hold an austere Christmas party. Have a practise air raid siren and put on an alarm and children have to hide.</p> <p>Cross Curricular: ART WWII sketching ENGLISH Reading and interpreting sources</p>		<p>GEOGRAPHY Natural disasters</p>		<p>8. That there is Tudor history in Knebworth</p> <p>Hands on History: The Great Egg-xecution – in groups. Each group has hard boiled 6 eggs which they paint to look like the 6 wives. They can then use them to show what happened to each wife.</p> <p>Cross Curricular: RE Christianity ENGLISH Reading and interpreting sources</p>	
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Key - Green – Statutory curriculum subjects



We have identified the most crucial knowledge that we want to ensure all children know in each year group. These are called our 'Golden Nuggets'. These are identified by a golden box around the statement