

Knebworth Primary School History Matrix



Children will be inspired to learn about and from the past and develop empathy and understanding of 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 expectations:

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
- significant historical events, people and places in their own locality

KS2:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key:

SC- Substantive Concepts- Leadership and Power, Community and Culture, Exploration and Invention

EQ- Enquiry Question

HC- Historical Concept

| <i>Deep Roots</i> Statutory curriculum subjects | Autumn | | Spring | | Summer | | Key Vocabulary |
|--|---|---|---|---|---|--|---|
| | Disciplinary knowledge | Substantive Knowledge | Disciplinary knowledge | Substantive Knowledge | Disciplinary knowledge | Substantive Knowledge | |
| Year 1 | Our School School was different long ago. | | Transport Railways helped us travel. | | Castles, Kings and Queens Lots of different people lived in castles. | | Old, new, young, days months Old, new, change different invention travel steam Castle, Fort moat, majesty palace reign |
| 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. | HC-Continuity and Change Identify similarities / differences between ways of life at different times. | EQ-How has school life changed since Grandma/Grandad was a child? *teaching *games *classrooms SC-Community and Culture (people) Hands on History: Parents and grandparents in class to discuss change | HC-Continuity and Change Identify similarities / differences between ways of life at different times. HC-Cause and Consequence Recognise why people did things, why events happened and what happened as a result. | EQ-Why were railways invented? EQ- who worked on the railways? EQ-Did the first railways change us for the better or for worse? SC-Exploration and Invention (transport) Hands on History: A visit to Knebworth train station | HC-Significance Talk about who was important eg in a simple historical account HC- Similarities and Difference Make simple observations about different types of people, events, beliefs within a society. | EQ- What is a castle? EQ- Who lived in a castle? EQ- Why were the experiences of Queen Victoria and Sarah Forbes Bonetta so different when they were alive? SC-leadership and Power (monarchy) Hands on History: Mountfitchet castle | |
| Chronological Understanding. Sequence some events or related objects in order. Uses words and phrases; old new, young, days, months. Remembers parts of stories and memories about the past Identify where events have happened within living memory and beyond | | | | | | | |

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| Year 2 | Great Fire of London Great fire of Stevenage Fires spread easily a long time ago. | | Joseph Lister (1827-1012) Dr Harold Moody (1882-1947) People were not always treated the same. | | Explorers Preet Chandi/ Matthew Henson Not all important explorers are famous | | Recently, before after, now, later centuries, decades, parliament, traitor, treason, archaeologist, London, Stevenage Great Fire, artefact, change, significant, invention, similar, different, explorer, |
| <p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> | HC-Continuity and Change Identify similarities / differences between ways of life at different times. HC-Cause and Consequence Recognise why people did things, why events happened and what happened as a result. | EQ-What caused the GFoL/ GFoS? EQ- How did they compare? SC-Community and Culture (settlement) Hands on History: A visit from the fire service Making wattle and Daub | HC-Significance Talk about who was important eg in a simple historical account HC-Similarities and Difference Make simple observations about different types of people, events, beliefs within a society. | EQ-Who were these men? EQ-Why were the experiences of Lister and Moody different when they were alive? SC-Community and Culture (people) Exploration and Invention (discoveries) Hands on History: Visits from great grandparents who were nurses and doctors | HC-Significance Talk about who was important eg in a simple historical account HC-Similarities and Difference Make simple observations about different types of people, events, beliefs within a society. | EQ-Who were these explorers? EQ-How did these explorers make a difference? SC-Exploration and Invention (discoveries) Hands on History: Explorers to visit | inequality, influential, inspiring, discrimination, race significant |
| Chronological Understanding. Uses words and phrases such as: recently, before after, now, later Understand the difference between events that happened in the distant past e.g. The great Fire of London and event that happened in the recent pst e.g. A family party at the weekend Places events onto a timeline Writes own date of birth | | | | | | | |

| Year 3 | Stone Age – Iron Age There were not kings and queens in prehistory. | | Romans Romans came from many different countries. | | Local history study- Transport Knebworth needed the railway to be connected | | Century, decade Alloy, Beaker people Britons Casting Trade Agriculture Celts Smelting Iron Smith Paleolithic Mesolithic Neolithic Prehistory Nomadic Settle Archelogy Roads Aqueducts Onagers Ballisters Empire Pax romana |
|---|---|---|--|--|---|--|---|
| <p>Local History Study</p> <p>Changes in Britain from the Stone Age to Iron Age</p> <p>The Roman Empire and its impact on Britain</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC-Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> | <p>EQ-Who were the kings and queens in prehistory? *Cheddar man *farming EQ-Would you like to be a hunter or gatherer?</p> <p>SC-Leadership and Power (democracy)</p> <p>SC-Community and Culture (settlement)</p> <p>Hands on History: Turn the classroom into a 'cave' for the children to create their own cave paintings. through their picture. A visit to Celtic harmony</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC-Cause and Consequence Identify and give reasons for, results of, historical events, situations, changes.</p> | <p>EQ-What was the Roman empire? *Septimus Severu- Ivory bangle lady *Africa EQ-What was the Roman impact on Britain?</p> <p>SC-Leadership and Power (democracy)</p> <p>SC-Community and Culture (discoveries)</p> <p>Hands on History: Roman Day</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC-Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> | <p>EQ-Why was the invention of railways so important to Knebworth?</p> <p>SC-Exploration and Invention (industry, transport and migration)</p> <p>Hands on History: Railway guest</p> | |
| <p>Chronological Understanding. Understands timeline can be divided into BC and AD Uses words and phrases: century, decade. Uses dates and terms with increasing accuracy. Describe eras and order significant events from the period studied.</p> | | | | | | | |

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| <p>Year 4</p> | <p>Anglo – Saxons Anglo Saxons and Scots were good farmers</p> | | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Anglo Saxons and Vikings were able to collaborate together</p> | | <p>Local History Study- Anglo-Saxon settlement in Stevenage. Stevenage was influenced by Anglo Saxon settlements</p> | | <p>Century, decade, BC, AD, after, before, during</p> |
| <p>Britain’s Settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Local History Study</p> | <p>HC-Continuity and Change Describe / make links between main events, situations and changes within and across different periods/societies.</p> | <p>EQ- How did England change after the Anglo-Saxon settlement? *farming *Settlements</p> <p>EQ- Who were the Scots?</p> <p>SC-Leadership and Power (monarchy/ Parliament) SC-Community and Culture (settlement)</p> <p>Hands on History: https://www.handsonghistory.co.uk/saxons-vikings-normans-workshops/</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC- Interpretations Understand that different versions of the past may exist, giving some reasons for this.</p> | <p>EQ-Does King Alfred deserve to be known as the Great? *council *education *peace</p> <p>EQ- Where did Vikings come from?</p> <p>SC-Leadership and Power (monarchy) SC-Community and Culture (trade)</p> <p>Hands on History: Anglo-Saxon and Vikings day</p> | <p>HC-Continuity and Change Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>HC-Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> | <p>EQ- How have the Anglo-Saxon’s influenced Stevenage of today? *Britishness</p> <p>EQ- Can we see modern day signs of Anglo Saxon influence</p> <p>SC-Community and Culture (Civilisation)</p> <p>Hands on History: A visit to Stevenage</p> | <p>place name rule of law settlement warriors farmers kingdoms Angles Jutes Saxons Paganism Christianity</p> |
| <p>Chronological Understanding. Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present using 21st Century, BC and AD. Use a timeline to place historical events in chronological order using dates. Uses dates and terms correctly. Uses subject specific words such as settlement, invader and empire.</p> | | | | | | | |

| Year 5 | Ancient Civilisations Migration was common in early civilizations | | Ancient Civilisations -Ancient Egypt Ancient Egypt played an important role on Britain today | | Journeys Knebworth has become more diverse due to the railways | | Century, decade, BC. AD, , civilisations, |
|--|--|---|---|--|--|---|---|
| <p>Ancient Civilisations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological Knowledge beyond 1066</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC- Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> | <p>EQ-Where and when did the earliest civilisations begin? EQ-What did the earliest civilisations have in common?</p> <p>SC-Leadership and Power (government) SC-Community and Culture (settlement)</p> <p>Hands on History:</p> | <p>HC-Cause and consequence Identify and give reasons for, results of, historical events, situations, changes.</p> | <p>EQ-What did the Ancient Egyptians achieve? EQ – How does it influence us today?</p> <p>SC-Community and Culture (trade) SC- Exploration and Invention (migration)</p> <p>Hands on History: History on loan</p> | <p>HC-Significance Identify historically significant people and events in situations.</p> <p>HC-Continuity and Change Describe / make links between main events, situations and changes within and across different periods/societies.</p> | <p>EQ-What does the census tell us about our local area? *Knebworth House *Trains</p> <p>SC-Community and Culture (people) SC- Exploration and Invention (migration)</p> <p>Hands on History: Using a real census to understand history</p> | <p>Ancient Egypt Papyrus Hieroglyphics Pharaohs Mummification Archaeologist Sarcophagus 'ba' (soul) Migration Society Communication Industrialization Extended family</p> |
| <p>Chronological Understanding. Uses timelines to place and sequence local, national and international events Describes events using words and phrases (such as century, decade, BC. AD, after, before, during. Identifies changes within and across historical periods</p> | | | | | | | |

| Year 6 | WWII-Migration and refugees Children were affected by WW11 in many parts of the world | | Benin (West Africa) c AD 900-1300. History is made up of many different sources | | Ancient Greece Ancient Greece helped to shape our world today | | Evacuated |
|--|--|---|---|--|---|---|---|
| <p>A study of an aspect or theme in British history that extends pupils' chronological Knowledge beyond 1066</p> <p>A non-European society that provides contrast with British history – one study chosen from early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c AD 900; Benin (West Africa) c AD 900-1300.</p> <p>Ancient Greece</p> | <p>HC-Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>HC-Cause and Consequence Identify and give reasons for, results of, historical events, situations, changes.</p> | <p>EQ-What was life like for children during war time Britain? EQ-Why was Kindertransport so important? SC -Leadership and Power (government/ democracy) SC- Exploration and Invention (migration)</p> <p>Hands on History: Looking at artefacts</p> | <p>HC- Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>HC- Interpretations Understand that different versions of the past may exist, giving some reasons for this.</p> | <p>EQ-What is the difference between tribes and kingdoms? EQ-How do we know about periods of history without primary written resources? SC -Leadership and Power (monarchy) SC -Community and Culture (trade)</p> <p>Hands on History: Creating a presentation of the research of the topic</p> | <p>HC-Similarities and Difference Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>HC-Significance Identify historically significant people and events in situations.</p> | <p>EQ-What was life like in Ancient Greece? EQ-Where can we see the influence of Ancient Greece on our world today? SC-Community and Culture (trade) SC-Leadership and Power (government)</p> <p>Hands on History: Greek day</p> | <p>evacuation, propaganda, Blitz, Kindertransport dictator Holocaust, declaration, rationing. Oba, Ogisos Empire Guild Amimism Voodoo Cowrie Shells Civil War Colonisation Anaximander Pythagoras Trojan war Olympic games Hippocrates Socrates</p> |
| <p>Chronological Understanding. Uses timelines to place events, periods, and cultural movements from around the world. Uses timelines to demonstrate changes and developments in Leadership and Power, Community and Culture, Exploration and Invention . Uses these key periods as reference points ; BC, AD, Romans, Anglo-Saxons, Ancient Greece, Vikings, Great fire of London Describes main changes in a period in history using words Leadership and Power, Community and Culture, Exploration and Invention</p> | | | | | | | |