

## Synergy Schools Federation – Substantive Knowledge Overview for Mixed Age Classes

History and Geography unit planning is undertaken on a 3-year rolling plan for EYFS and Key Stage 1. For all other subjects, a 2-year rolling programme is taught (which only includes Year 1 and Year 2 pupils). This doesn't include Reception pupils, who are taught separately using EYFS practice and principles. For Key Stage 2, a 4-year rolling plan is in place for all subjects.

### 3 Year EYFS/Key Stage 1 Rolling Programme for History

|        | <i>Year X (2022/2023)</i>   | <i>Year Y (2023/2024)</i>  | <i>Year Z (2024/2025)</i>  |
|--------|---|--|--|
| Unit 1 | Castle, Kings and Queens<br>1. I know what the key features of a castle are.<br>2. I know what it is like to live in a castle.<br>3. I know if Bolton Castle has been built in the best location.<br>4. I know how Bolton Castle has changed over time.<br>5. I know how the common people were treated in the medieval times.<br>6. I know how castles in the UK are used today. | Famous People in the Past<br>1. I know why Florence Nightingale is remembered today and her life achievements.<br>2. I know why Florence Nightingale took the brave steps to go to the Crimea War and who influenced her.<br>3. I know what Florence Nightingale did to help the soldiers and that people had differing opinions of her.<br>4. I know what the most important achievements of Florence Nightingale's life are.<br>5. I know why we have learnt so much about Florence and so little about Mary Seacole.<br>6. I know why we should remember Florence Nightingale and Mary Seacole. | Family in the Past<br>1. I know what life was like for Victorians.<br>2. I know what life was like for families during World War 2.<br>3. I know what life was like for families in the 1960s.<br>4. I know what life was like for families in the 1990s.<br>5. I know what family life is like now. |

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|--------|--|---|---|
| Unit 2 | <p>Toys and Games</p> <ol style="list-style-type: none"> <li>1. I know what a toy is and what they are like today.</li> <li>2. I know what toys our parents and grandparents played with.</li> <li>3. I know what toys Victorian children played with.</li> <li>4. I can name an important person and explain why they are influential to the development of toy.</li> <li>5. I can make my own toy.</li> </ol>  | <p>Great Fire of London</p> <ol style="list-style-type: none"> <li>1. I know when and where the Great Fire of London took place.</li> <li>2. I know how can work out why the Great Fire of London started.</li> <li>3. I know what happened during the Great Fire of London.</li> <li>4. I know why the fire spread quickly through the streets of London.</li> <li>5. I know how we know about the Great Fire of London.</li> <li>6. I know what happened after the Great Fire of London.</li> </ol> | <p>Local Study</p> <ol style="list-style-type: none"> <li>1. I know why a railway was built through my village.</li> <li>2. I know the route of the railway and why it was built.</li> <li>3. I know what the new railway line brought to my village.</li> <li>4. I know how my local area changed due to the railway.</li> <li>5. I know how the railway impact my village today.</li> </ol> |
| Unit 3 | <p>Holidays in the Past</p> <ol style="list-style-type: none"> <li>1. I know why and where we enjoy going on holiday.</li> <li>2. I know what it was like going to the seaside in 1900.</li> <li>3. I know what holidays were like 120 years ago.</li> <li>4. I know the reasons people went to the seaside in the 1900's and why people go today.</li> <li>5. I know how holidays have changed since 1900.</li> <li>6. I can explain which time period I would prefer to holiday in.</li> </ol> | <p>World Explorers</p> <ol style="list-style-type: none"> <li>1. I know what an explorer is.</li> <li>2. I know who Captain James Cook was.</li> <li>3. I know who Christopher Columbus was.</li> <li>4. I know who Scott of the Antarctic was.</li> <li>5. I can decide whether we should continue exploring today.</li> </ol>   | <p>Space Discovery</p> <ol style="list-style-type: none"> <li>1. I know why people want to explore space.</li> <li>2. I know who has been to the moon and how we know.</li> <li>3. I know how the astronauts got to the moon and back safely.</li> <li>4. I know what we know about space today.</li> <li>5. I can decide whether we should still explore space.</li> </ol>                   |

## 4 Year Key Stage 2 Rolling Programme for History

|        | Year A (2022/2023)   | Year B (2023/2024)  | Year C (2024/2025)   | Year D (2025/2026)  |
|--------|--|---|--|---|
| Unit 1 | <p>Modern War</p> <ol style="list-style-type: none"> <li>1. I know why Britain had to go to war in 1939.</li> <li>2. I know why it was necessary for children to be evacuated.</li> <li>3. I know how Britain was able to stand firm against the German threat.</li> <li>4. I know how people managed to carry on normal life during the war.</li> <li>5. I know what VE Day was really like.</li> <li>6. I know how the war in Ukraine impacted the children who live there.</li> </ol> | <p>Roman Britain</p> <ol style="list-style-type: none"> <li>1. I know why Britain was invaded by the Romans.</li> <li>2. I know how the Roman army impacted the empire.</li> <li>3. I know how the Roman's conquered Britain.</li> <li>4. I know why Boudica stood up to the Romans.</li> <li>5. I know how the Romans changed the lives of Britons.</li> <li>6. I know how the Roman Empire ended.</li> </ol>  | <p>Stone Age to Iron Age</p> <ol style="list-style-type: none"> <li>1. I know when the Stone Age was and who ruled during that period.</li> <li>2. I know how life changed for Stone Age people when they started to farm.</li> <li>3. I know what Skara Brae and Stonehenge tells us about the Stone Age people.</li> <li>4. I know what the Bronze Age was like.</li> <li>5. I know what the Iron Age was like.</li> <li>6. I can investigate what happened at Maiden Castle.</li> </ol> | <p>Ancient Egypt</p> <ol style="list-style-type: none"> <li>1. I know who the Ancient Egyptians were.</li> <li>2. I know what everyday life was like in the Ancient Egyptian civilisation.</li> <li>3. I know what the importance of the river Nile was in Ancient Egypt.</li> <li>4. I know what the importance of the pyramids was to the Ancient Egyptians.</li> <li>5. I know about the role of religion in the lives of the Ancient Egyptians.</li> <li>6. I know how the Ancient Egyptian civilisation came to an end and what it is like today.</li> </ol> |
| Unit 2 | <p>Historical Local Study (Crakehall)</p> <ol style="list-style-type: none"> <li>1. I know who built the water mills and when.</li> <li>2. I know why there are mills in Crakehall.</li> <li>3. I know how the mills impacted Crakehall's position within the locality.</li> <li>4. I know how the mills' roles have changed over time.</li> <li>5. I know what the mill is used for today.</li> </ol>   | <p>Anglo-Saxons and Vikings</p> <ol style="list-style-type: none"> <li>1. I know the Vikings invaded Britain.</li> <li>2. I know there was resistance by Alfred the Great and Athelstan, first King of England.</li> <li>3. I know why King Ethelred introduced Danegeld.</li> <li>4. I know how punishment in Anglo-Saxon times was different today.</li> <li>5. I know that the Viking era ended with the death of Edward the Confessor in 1066AD.</li> <li>6. I know how we know about the Vikings today.</li> </ol> | <p>Ancient Maya</p> <ol style="list-style-type: none"> <li>1. I know who the Mayan's were.</li> <li>2. I know what everyday life was like in the Mayan civilisation.</li> <li>3. I know what the Ancient Mayans believed in.</li> <li>4. I know how the Mayan empire grew to become so powerful.</li> <li>5. I know how Pakal the Great can inform us about Mayan society.</li> <li>6. I know how the Mayan Empire ended.</li> </ol>   | <p>Ancient Greece</p> <ol style="list-style-type: none"> <li>1. I know who the Ancient Greeks were.</li> <li>2. I know what everyday life was like for the Ancient Greeks.</li> <li>3. I know why the Ancient Greeks were so powerful.</li> <li>4. I know what Ancient Greek society was like.</li> <li>5. I know what legacy the Ancient Greeks left behind.</li> </ol>  |

