



History substantive knowledge within the curriculum

Substantive Knowledge	St Mary's Curriculum
Trade	YN/R – Shopping (Book focus: Busy Shopping Campell Books / The Shopping Basket by John Burningham) Y1/2 – Local mills, shopping in the past Y3/4 – Ancient Egypt Y5/6 – Benin Kingdom, Atlantic slave trade
Inequality	YN/R – We are all different (Book focus : The Same but Different by Molly Potter / The Same but Different too by Karl Newson) Y1/2 -Children in the past, significant individuals, guy Fawkes Y3/4 - Ancient Egypt, Ancient Greece Y5/6 – Transatlantic slave trade, Battle of Britain
Settlers to Britain	YN/R – Where we live, what is around us (Book focus : Me on the Map by Joan Sweeney/ Let's go for a walk Ranger Hamza) Y3/4 – Romans Y5/6 – Anglos Saxons & Vikings, Battle of Britain, Immigration to the North West
Civilization	YN/R – Different communities (Book focus: People need People by Benjamin Zephaniah/ We are all neighbours by Alexandra Penfold) Y3/4 – Early civilizations, the Stone age, Ancient Greece, Ancient Egypt
Religion	YN/R – Our Faith, God, Jesus and Mary, multi faith (Book focus: Festival of Colours by Kabir Sehgal & Surishtha Sehgal/ Nativity story) Y1/2 – Guy Fawkes Y3/4 – Ancient Egypt Y5/6 – Battle of Britain
Invasion	YN/R – We all live together and respect each other (Book focus : Your world, my world by Melanie Walsh / Coming to England by Floella Benjamin) Y3/4 - Roman Empire Y5/6 – Anglo Saxon & Vikings, Benin Kingdom, Battle of Britain
Kingdom	YN/R – Our King (Book focus: Busy Royal Family Campbell Books) Y1/2 – Our King and the monarchy (Book focus: Kings and Queens by Marcia Williams) Y3/4 – The Roman Empire Y5/6- Benin Kingdom, Anglo Saxons & Vikings
Empire	YN/R - Our King (Book focus: King Charles III by Andrea Mills) Y1/2 – Our King and the monarchy (Book focus: Our King Charles by Eleanor Grey) Y5/6 – Benin Kingdom

Substantive Knowledge: Meaningful examples with repeated encounters are the most effective ways of developing this substantive conceptual knowledge and understanding.

Repeated encounters enable pupils to develop their schema and increase their security with knowledge. Intentional curriculum design can prioritise content to support pupils' progress.