

Connected History Enquiries

KS1	Why is the history of my locality important?	How do our favourite games and toys compare to those of children in the 1960s?	What does it take to become a great explorer?
	Who is the greatest history maker?	Why was Charles sent to prison?	Why do we know so much about where Sappho used to live?
LKS2	How did life change for the Ancient Britons during the Stone Age? What is the secret of the Standing Stones?	How do artefacts help us to understand the lives of people in Iron Age Britain?	How did the arrival of the Romans change Britain?
	What happened to the boy behind the golden mask? (Ancient Egypt)	Who were the Anglo Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
UKS2	Why was winning the battle of Britain so important?	<i>What did King George VI mean when he said: The history of York is the history of England?</i>	Ancient Greece – The story of the Trojan Horse – Fact, Myth or Legend?
	Maya Civilization – Why did The Maya Civilization end so abruptly?	Why did Britain once rule the largest empire the world has ever seen?	Crime and Punishment – Does the punishment always fit the crime?

Progression in Knowledge and Skills: Collins Connected History – Key Stage 1

<i>CYCLE A: Enquiry</i>	<i>Why is the history of my locality significant?</i>	<i>How do our toys and games compare with those of children in the 1960s?</i>	<i>What does it take to be a great explorer?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)</i>	Events beyond living memory Lives of significant individuals Significant events, people and places in locality LOCAL HISTORY	Changes within living memory Lives of significant individuals	Changes within living memory Events beyond living memory Lives of significant individuals
<u>Disciplinary knowledge</u> <i>Historical techniques – source threads</i>	Photographs, Maps, Films – Pathe News, Artefacts Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts, Photographs, Films – Pathe News and modern Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs, Maps, Letters and telegrams, Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings
<u>Disciplinary Knowledge Critical thinking skills</u>	Pupils develop their understanding of significant people, places and events in the past <u>using basic subject vocabulary</u> through <u>identifying, selecting, describing</u> and <u>sequencing</u> information from a variety of historical sources to <u>compare and contrast</u> and <u>offer reasons</u> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did. <div style="text-align: right;">➔</div>		
<u>Second Order Concepts threads</u>	Causation Sources	Significance Chronology Similarity and difference	Continuity Significance Similarity and difference Sources
<u>Substantive Concept threads (also specialist vocabulary and key terms)</u>	War Crime Empire New World	Conflict Punishment Monarchy Power	Exploration Monarchy Trade Equality
<u>Additional specialist vocabulary and key term threads</u>	Privateer Artefact Moor Neanderthal Hunter-gatherer Circumnavigate	Pirate Archaeologist Cavern Voyage Manoeuvrable Emperor	Empire Slave New World Government
		Chronological Decade AD Millennium Artefact Commemorate Memorable	Modern BC Century Timeline Invention Historian Significant
			Expedition Voyage Timeline Navigate Motive
			Indigenous Conquer Pioneer Mission Space race

Progression in Knowledge and Skills: Collins Connected History – Key Stage 1

<i>CYCLE B: Enquiry</i>	<i>Who is the greatest history maker?</i>	<i>Why was Charles sent to prison?</i>	<i>Why do we know so much about where Sappho used to live?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)</i>	Events beyond living memory Lives of significant individuals	Events beyond living memory	Events beyond living memory
<u>Disciplinary knowledge</u> <i>Historical techniques – source threads</i>	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artefacts, Book extracts Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Artist reconstructions, Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<u>Disciplinary Knowledge Critical thinking skills</u>	Pupils develop their understanding of significant people, places and events in the past <u>using basic subject vocabulary</u> through <u>identifying, selecting, describing</u> and <u>sequencing</u> information from a variety of historical sources to <u>compare and contrast</u> and <u>offer reasons</u> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did. <div style="text-align: right;">➔</div>		
<u>Second Order Concepts threads</u>	Significance Chronology Similarity and difference Sources	Continuity Causation Similarity and difference Sources	Change Causation Sources Empathy
<u>Substantive Concept threads (also specialist vocabulary and key terms)</u>	Empire Monarchy Equality Parliament Government Conflict Medicine Country Power	Crime Conflict Punishment Empire War Power Military Country	Trade Empire Slave Power Conflict Hazard
<u>Additional specialist vocabulary and key term threads</u>	Famous Infamous Commemorate Chieftain Pharoah Pirate Privateer Discrimination Prime Minister Treason Accomplishment Conspirator	Western Front Cypher Communication Decode Reconnaissance Code Commemorate Aristocrat Patriotic Memorial Invasion Allies	Primary evidence Artefact Secondary evidence Remains Reconstruct Preserved Archaeologist Unearthed Archaeology Excavate Depiction Pyroclastic Emperor Infer

Progression in Knowledge and Skills: Collins Connected History – Lower Key Stage 2

<i>CYCLE A: Enquiry</i>	<i>How did life change for Ancient Britons during the Stone Age?</i>	<i>What is the secret of the standing stones?</i>	<i>How do artefacts help us to understand the lives of people in Iron Age Britain?</i>	<i>How did the arrival of the Romans change Britain?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age <u>LOCAL HISTORY</u>	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain <u>LOCAL HISTORY</u>
<u>Disciplinary knowledge</u> <i>Historical techniques – source threads. High-lighted red - introduced at Key Stage 1</i>	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Tabular and graphical data	Artefacts Photographs Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments
<u>Disciplinary Knowledge</u> <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <u>using more sophisticated subject vocabulary</u> of significant people, places, situations, changes and events of British history through <u>synthesising</u> relevant information from a broad range of historical sources to <u>explain through more informed responses</u> how and why people lived and behaved at particular times in the past making meaningful links between them. <div style="text-align: right;">➔</div>			
<u>Second Order Concepts threads</u> <i>Highlighted red introduced at Key Stage 1</i>	Change Continuity Causation Significance Similarity and difference Sources Chronology	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
<u>Substantive Concepts threads</u> <i>(also specialist vocabulary and key terms) Highlighted red introduced at Key Stage 1</i>	Society Agriculture Settlement Economy Tribe Trade Migration	Society Agriculture Settlement Economy Tribe Trade Technology Power Social class	Society Agriculture Settlement Economy Tribe Trade Peace War Conflict Religion Natural resources	Society Settlement Economy Trade War Conflict Natural resources Country Civilisation Empire Military Slave
<u>Additional specialist vocabulary and key term threads</u> <i>High-lighted red – introduced at Key Stage 1</i>	Primary evidence Anachronism Secondary evidence Archaeologist Subsistence Artefact Excavation Hunter-gatherer Nomadic Knapping Domesticate Ceremony Palaeolithic Mesolithic Neolithic Timeline	Primary evidence Smelting Secondary evidence BC Alloy Status Social class Monument Ceremony Interred Commemorate Cist Capstone Timeline Artefact Stone circle Archaeologist Chieftain	Primary evidence Smelting Secondary evidence BC Alloy Hillfort Rampart Palisade Celts Siege Inscription Barter Votive Hoard Currency Invasion	Primary evidence Border Secondary evidence AD Conquest Invasion Occupy Pacify Uprising Plebian Ianista Philosopher Gladiator Artefact Emperor Rebel Resistance Conquer Authority Millennium

Progression in Knowledge and Skills: Collins Connected History – Lower Key Stage 2

<i>CYCLE B: Enquiry</i>	<i>What happened to the boy behind the golden mask?</i>	<i>Who were the Anglo Saxons and how do we know what was important to them?</i>	<i>What did the Vikings want and how did Alfred help to stop them getting it?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	The achievements of the earliest civilisations	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
<u>Disciplinary knowledge</u> <i>Historical techniques – source threads. High-lighted red - introduced at Key Stage 1</i>	Artefacts Photographs Letters and telegrams Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Artist reconstructions Paintings, portraits, prints, drawings Hieroglyphics Statues, sculptures, monuments	Artefacts Photographs Maps <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts Photographs Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass
<u>Disciplinary Knowledge</u> <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <i>using more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> how and why people lived and behaved at particular times in the past making meaningful links between them. <div style="text-align: right;">➔</div>		
<u>Second Order Concepts threads. Highlighted red introduced at Key Stage 1</u>	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
<u>Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red introduced at Key Stage 1</u>	Civilisation Society Religion Location Monarchy Agriculture Conflict Power Disease Transport Military War Empire	Society Settlement Religion Kingdom Country Monarchy Conflict War	Society Settlement Economy War Conflict Religion Natural resources Migration Climate Kingdom Country Monarchy
<u>Additional specialist vocabulary and key term threads. High-lighted red – introduced at Key Stage 1</u>	Pharaoh Conquest Book of the Dead Ma'at Valley of Kings Artefact Archaeologist Ceremony Worship Revere Intercede Forensic Sarcophagus Alliance Embalm Desiccate Timeline Hieroglyphics Pyramid Sphinx	Primary evidence Barbarian Secondary evidence AD Roman Catholicism Pagan Pope Conversion Chronicle Christian Noble Status Social class Serf Feudal Reconstruct Timeline Treaty Chronological Rule Millennium Century	Primary evidence Pagan Secondary evidence Conversion Chronicle Norsemen Invasion Longship Myth Legend Legacy Witan Occupy Territory Homeland Motive Resist Timeline

Progression in Knowledge and Skills: Collins Connected History – Upper Key Stage 2

<i>CYCLE A: Enquiry</i>	<i>Why was winning the Battle of Britain so important?</i>	<i>What did King George VI mean when he said: The history of York is the history of England?</i>	<i>The story of the Trojan Horse – fact, myth or legend?</i>
<u>Substantive Knowledge</u> <u>Programmes of study threads (see enquiry MTP and LO for details)</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Ancient Greece – a study of Greek life and achievements and their influence on the western world
<u>Disciplinary knowledge</u> <u>Historical techniques</u> <u>source threads.</u> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawing Tabular and graphical data Military orders Speeches	Artefacts Photographs Maps Artist reconstructions <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments Tabular and graphical data Factory reports Pamphlets	Artefacts Photographs Maps Book extracts, Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<u>Disciplinary Knowledge</u> <u>Critical thinking skills</u>	Pupils make <i>informed conclusions</i> and <i>reasoned judgements</i> about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through <i>selecting and evaluating , critiquing and justifying</i> their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways. <div style="text-align: right;">➔</div>		
<u>Second Order Concepts</u> <u>threads</u> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
<u>Substantive Concepts</u> <u>threads (also specialist vocabulary and key terms)</u> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	War Conflict Power Empire Democracy Country Natural resources Military Government Continent Agriculture Settlement Economy Power Trade Technology	Settlement Location Empire Kingdom Country Society Industrial Revolution Peace Religion Conflict War Monarchy Social class Transport Natural resources	Civilisation Empire War Conflict Power Society Military Government Kingdom Monarchy Society
<u>Additional specialist vocabulary and key term threads</u> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Allies Invasion Occupy Fuhrer Politician Reich Prime Minister Luftwaffe Royal Air Force Alliance Evacuation RADAR Combat Blitzkrieg Neutral Dependency Command Superiority Campaign Propaganda	Artefact Cathedral City Battle Civil war Emperor Roman Catholicism Bishop Protestantism Puritan Tithe Cavalier Roundhead Propaganda Reformer Philanthropist Peasant Quarter Factory Exploitation	Artefact City-state Sparta Troy Siege Myth Legend Engraving Manuscript Mosaic Authenticate Depiction Envoy Conquest Ruler Warrior Deception

Progression in Knowledge and Skills: Collins Connected History – Upper Key Stage 2

<i>CYCLE B: Enquiry</i>	<i>Why did the Ancient Maya change their way of life?</i>	<i>Why did Britain once rule the largest empire the world has ever seen?</i>	<i>Crime and punishment: Does the punishment always fit the crime?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 LOCAL HISTORY
<u>Disciplinary knowledge</u> <i>Historical techniques source threads.</i> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefacts Photographs Maps Book extracts/journals Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Hieroglyphics Codex	Photographs Maps Letters and telegrams* Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts, Photographs, Book extracts, Artist reconstructions, Posters, Newspapers, Films Paintings, portraits, prints, drawings, Monuments
<u>Disciplinary Knowledge</u> <i>Critical thinking skills</i>	Pupils make <i>informed conclusions</i> and <i>reasoned judgements</i> about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through <i>selecting</i> and <i>evaluating</i> , <i>critiquing</i> and <i>justifying</i> their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways. <div style="text-align: right;">➔</div>		
<u>Second Order Concepts</u> <i>threads Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
<u>Substantive Concepts</u> <i>threads (also specialist vocabulary and key terms) Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Society Civilisation Conflict Environment Natural resources Trade War Hazard Climate Religion Agriculture Migration Economy Erosion	Empire Country Monarchy Imperialism Natural resources Trade Commonwealth Economy Industrial Revolution War Religion Slave Government Migration Climate Kingdom	Conflict Law Power Civilisation Democracy Country Society Monarchy Government Power Religion
<u>Additional specialist vocabulary and key term threads</u> <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefact Reconstruct Ceremonial City Tropical Rainforest Expedition Rediscover Famine Eclipse Deforestation Timeline Water cycle Restoration Flash flood Drought Overpopulation	Ruler Colony Sovereign Independent Self-governing Maintain Exploit Manufacture Conquer Freedom Prime Minister President Parliament Rights Imperial Federation Indigenous Invasion Occupy Battle	Ruler Independent Sovereign Maintain Self-governing Manufacture Exploit Freedom Conquer President Prime Minister Rights Parliament Federation Imperial Federation