John Burns Primary School

Curriculum Policy

June 2026

Agreed by Governing Body	Summer 2026
Signatory (Chair of Curriculum Committee)	
Date of next Review	**Summer 2029**

Curriculum Policy 2026

Our Mission Statement:

We are ambitious for our children and for our school. Quality, Creativity and Enjoyment is what we aim to have at the heart of everything we do.

School Motto

Our school motto of: 'Giving our Best, Achieving our Highest' is at the heart of everything we do in school and together with parents, carers, governors and the local community, each and every child is encouraged to follow this principle.

Our Aims:

- To inspire a passion for life-long learning.
- To value ourselves and all members of our diverse community.
- To foster an environment which is caring, safe and inclusive.
- To realise our full potential through quality experiences and opportunities.
- To help children to see the importance of taking responsibility for themselves, their actions and their learning.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Intent

The curriculum at John Burns is valued as our most important tool for educating our children and ensuring they always achieve their highest, now and later on in life. The bespoke curriculum is designed to be relevant, engaging and challenging for the children at John Burns Primary School. It provides a balanced learning experience driven by these four justification for education identified by Dylan Wiliam (2013).

- Personal Empowerment
- Cultural Transmission
- Preparation for citizenship
- Preparation for work

These four strands provide the pillars around which we have built the curriculum. We consider what our 'product' is and have shaped the curriculum across the years the child attends John Burns Primary School. We have mapped out skill progression and knowledge development in a way that ensures children leave ready for life after John Burns Primary School.

Aims

The John Burns Primary School Curriculum aims to develop pupils who:

- Are rounded, inquisitive and measured in their learning habits.
- Are able to improve by referencing previous knowledge, an experience or skill.
- Are aware of the explicit skills that they are being taught and are able to articulate their own individual competency, rate of improvement and next step for improvement.
- Commit important knowledge to memory and recall this in contexts that are familiar and unfamiliar.
- Embrace the school values throughout their learning to develop their character and academic attainment simultaneously.
- Use previous knowledge, an experience or skill to debate, evaluate, create and predict.

Topic is the name given to the overarching linking theme of a series of geography, history, art and design and design technology lessons. We do not teach topic lessons at John Burns Primary School as it is not a subject.

3Ps Curriculum

The curriculum at John Burns is completely bespoke and closely aligned to the skill and knowledge expectations that are outlined in the Primary National Curriculum.

The model of the curriculum we have created is unique to John Burns and is based around a concept we have devised called 'The 3Ps' (See Appendix 1). These represent an

important **Person**, **Place** and **Point** (time/date) relevant to each topic. They will provide the focal points around which the learning will be planned and taught. The children will be expected to learn by heart these three key pieces of information (The 3Ps) for every topic as they move up through the school. The idea being that by the time they leave John Burns their general knowledge will have greatly improved.

As part of our topic curriculum, pupils from Year 1 to Year 6 will create a 'Talk About Your Topic' podcast for each historical or geographical topic studied during the term. These podcasts will serve as a cumulative record of learning, enabling children to articulate their historical and geographical knowledge, vocabulary, understanding, and reflections in an engaging and purposeful format.

The 'Talk About Your Topic' podcast approach provides several educational benefits:

- **Creates a clear learning journey:** Podcasts capture pupils' developing historical and geographical understanding over time, creating a chronological portfolio of learning from Year 1 through to Year 6.
- **Supports retrieval and recap:** Before producing each new podcast, pupils revisit and discuss prior historical and geographical learning, strengthening long-term memory and helping them make connections between topics, periods, and themes.
- **Evidences progression:** Comparing podcasts across year groups demonstrates growth in historical and geographical knowledge, disciplinary thinking, vocabulary, communication skills, and analytical understanding.
- **Promotes pupil voice:** Podcasts provide children with an authentic audience and encourage them to communicate their learning confidently and effectively.
- **Enhances oracy skills:** Regular podcast creation develops speaking, listening, discussion, and presentation skills, supporting wider curriculum outcomes.
- **Provides assessment opportunities:** Teachers can use podcasts as a form of formative and summative assessment, identifying pupils' understanding, misconceptions, and progress over time.
- **Creates a lasting record:** The collection of podcasts forms a valuable archive that showcases individual and cohort achievement throughout primary school.

By the end of Year 6, each pupil will have built a comprehensive portfolio of historical and geographical podcasts that demonstrates their learning journey, enables regular retrieval of prior knowledge, and provides clear evidence of progress across the primary history curriculum.The 3Ps will also provide children with three key areas to focus their learning, ensuring that they have the opportunity to go deeper into the more traditional topics and broaden their understanding of key skills.

The 3Ps have allowed us to steer the curriculum towards areas which are relevant to the children and ensures that the curriculum taps into the local area and proves to be culturally significant for our learners. This has meant that we have been able to break away from more traditional topics to create topics which are bespoke and interesting for our children. Where statutory topics remain, the 3Ps have allowed us to drill down past the traditional programmes of study into more in-depth studies associated with the topic.

English, maths, science and computing continue to be taught discreetly, with relevant links to the 3Ps being made where applicable, particularly through the choice of key book studies for each class in English.

Each topic has been assigned an important person, place and point; these make up the topic's '3Ps'. The 3Ps are used to:

- Develop children's general knowledge by encouraging the children to remember The 3Ps for each of their topics.
- Provide anchor points for the topics to ensure that the content covered is engaging, relevant and challenging for the children at John Burns Primary.
- Ensure the content taught is bespoke and relevant for the children at John Burns Primary School.
- Widen the learning opportunities for the children.
- Allow for more engaging content to be taught.

Discipline Specific Knowledge and Skills

The subject discipline for each foundation subject has been separated from the subject and is taught explicitly through our Key Discipline Skills (See Appendix 1). These are a set of key skills which we have identified as being crucial for the children to master and are therefore taught and rehearsed regularly throughout the curriculum. These skills have been identified by looking at Bloom's Taxonomy and knowledge of the children at John Burns Primary School.

With a long-term view ensuring that children leave the school as an accomplished *historian, geographer, artist or designer* possessing all of the skills and knowledge necessary to succeed beyond John Burns Primary School.

History and Geography (Humanities)

The humanities subjects have been mapped out by considering the children at John Burns Primary School and their six year learning journey. Both of the humanities subjects begin by focussing on locality and the children's immediate surroundings and experiences. As they children move through KS1 this focus is widened to predominantly focus on history and geography of the United Kingdom. Topics in KS1 are chosen to create a foundation for further learning in KS2 where initial knowledge is introduced and then deepened as they move up through the school. This is repeated in other year groups to allow for knowledge to build on knowledge. Where there are natural links between statutory domains within the National Curriculum these have been combined allowing more bespoke topics to be introduced that are relevant to the children at John Burns Primary School.

Design Technology

A skill progression has been mapped out under the different discipline areas of *chef, tailor* and *engineer*. This skill progression works across KS1 and KS2 towards producing, for example, a 'John Burns Chef'; a child who is able to understand how a healthy diet can form part of a healthy lifestyle and have the skills and knowledge to be able to prepare a healthy meal.

Art & Design

A skill progression has been mapped out under the different discipline areas of *sketcher, sculptor, painter* and *printer*. This skill progression works across KS1 and KS2 towards producing, for example, a 'John Burns Painter'; a child who is able to paint using multiple mediums, reference various artists and explain their justification behind artistic decision making.

Implementation

For individual approaches to implementation see individual subject policies.

The curriculum at John Burns is delivered in its explicit subject areas that are referred to collectively as *Core Subjects*, *Foundation Subjects* and *Humanities and Arts.*

Core Subjects: English, maths, science and computing.
Foundation Subjects: geography, history, art and design, design technology, RE, PSHE
Humanities and Arts: Art, design technology, geography, history

The Key Discipline Skills are taught explicitly, then practised until the child becomes unconsciously competent at executing them by the end of the year. They are then practiced, embedded and built upon within the rest of the curriculum to ensure they are rehearsed as the child moves up through the school.

The humanities curriculum is taught in a series of themed topics. These topics last for a term with each year group covering the content of three topics every year. Each topic has 3Ps assigned to it. Art and Design and Design Technology are broken down into a series of skill-based lessons before these skills are applied as part of a larger project encompassing all the key components of the Art and Design and Design Technology processes.

Principles of Teaching and Learning

All teachers must have an in-depth knowledge and understanding of the **Statutory Framework for the Early Years Foundation Stage** and the **National Curriculum 2014** (as applicable to their teaching commitment) and their year group's termly plans in order to fulfil the aims and objectives of this policy.

Lesson Design and Content

The recognised principles of teaching and learning that result in rapid and sustained progress in core subjects should be applied as consistently in the foundation subjects.

All lessons in the history and geography curriculum begin with an opportunity for the children to recall and discuss their learning so far through 'Talk About Your Topic'. After each lesson taught another visual clue is added to the slide to act as a memory aid to remembering the content of the lesson taught previously.

Every lesson in the curriculum will consist of:

- Learning intention shared with the children, key vocabulary in the learning intention explained and understood.
- Key vocabulary shared and mean taught with the expectation this is used and modelled by the class teacher throughout the lesson.
- Careful questioning from adults which results in opportunities for the children to discuss their learning through Talk Partner activities.
- A teaching input delivered by the teacher including modelling and carefully selected key questions.
- An opportunity for independent work where the child is able to practise and develop their skill or knowledge. In history and geography lessons this may involve working through the task strip. The questions on the task strip are broken into three different task each designed to develop the child's knowledge and skills. Typically, the content of the task strips will consist of:

  Task 1: Quick recall of facts/knowledge a chance to develop chronology.
  Task 2: Longer questions involving source or map work developing Key Discipline Skills and drawing on wider knowledge. Some opportunity to draw conclusions.
  Task 3: Opportunity for longer explanations encouraging the children to apply their own opinion coupled with knowledge to justify, empathise, predict and conclude.

- Where the format of a task strip is deemed unnecessary, teachers are encouraged to think creatively about the outcomes of lessons creating opportunities for drama and music that clearly link to the skill or knowledge being taught.
- Opportunities for extended pieces of writing.
- Writing and presentation comparable with English workbooks.
- Assessment for Learning is used throughout each lesson to gauge the progress being made by each child. Where progress is assessed as plateauing, immediate action is taken through focussed questioning and teaching, or through further adult support.

Inclusion

The principles of quality first teaching are applied to every lesson of the curriculum. Each child and their individual need is catered for through precise adaptation, carefully scaffolded tasks and deployment of adults to facilitate rapid and sustained progress for individual learners. Assessment for Learning is applied to ensure each individual child is challenged to use the skills and knowledge they have learnt at their appropriate level.

Enrichment

Enrichment opportunities are planned in to support the learning happening in school. Where possible these opportunities are arranged for a point in the teaching sequence to ensure there is maximum educational value gained from the experience. These opportunities could consist of:

- An educational visit
- An in-school workshop or themed day
- A visitor/guest speaker to the school

These experiences will be used to cement skills and knowledge taught in the classroom, introduce new learning, widen and deepen understanding or provide real-life context to the classroom-based learning.

Impact

The impact of the curriculum can be measured against Wiliam's justification for education:

Personal Empowerment: Children are inspired to achieve their highest following exposure to a series of relatable, inspirational and engaging learning opportunities.

Cultural Transmission: Children develop a greater bank of general knowledge and an increased cultural capital, both locally and internationally, having been exposed to a rich and varied diet of learning opportunities and experiences.

Preparation for Citizenship: Children are equipped to take care of themselves and others both physically and mentally by ensuring they demonstrate a high level of morality and treat themselves and others with the highest level of respect.

Preparation for Work: Children develop a passion for learning and leave the school clearly able to articulate areas of learning they enjoy and the vocational journey associated with these subjects.

Assessment

Assessment tracking grids capture summative judgements and document whether children are:

- Working Towards the Expected Standard
- Working At the Expected Standard
- Working At the Greater Depth Standard

These judgements are made by assessing:

- The child's ability to recall knowledge and use this knowledge as part of a discussion.
- Use technical and considered vocabulary when discussing or writing about their understanding.
- The child's application of the subject specific skill, in particular the Key Discipline Skills. These skills can be demonstrated verbally or through a written outcome.

Subject Leaders

Subject Leaders will play a key role in assessing the impact of the curriculum.

The monitoring cycle will outline monitoring tasks to be undertaken by subject leaders. This includes book scrutiny, pupil interviews and lesson observations. Leaders will assess the implementation of their subject and its resulting impact. Particular focus will be placed on pupil voice to ensure pupils are able to fluently articulate their understanding using specific vocabulary with a sense of precision and consideration. The impact of 'Talk About Your Topic' podcasts can be assessed to ensure children are developing their ability to discuss and reason using learnt knowledge and skills.

Monitoring from Subject Leaders is fed back to SLT and feeds into the monitoring schedule running through the three phases of curriculum development.

Appendix 1

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Autumn	**Home Sweet Home**			**Smouldering London**			**Ages Ago**			**Burnt Cakes!**			**Under the Chimneys**			**XX**		
	Me	**John Burns Primary School**	**1863**	**King Charles II**	**Battersea Arts centre**	**1865**	**Cheddar Man**	**Stone Henge**	**3180BC** (Skara Brae occupied)	**Alfred the Great**	**Lundenwic**	**1066** (Edward the Confessor is King)	**John Burns**	**Battersea Power Station**	**1777** (Battersea recognised)	**Krystyna Skarbek**	**Bletchley Park**	**1939**
Learning Pathway	A topic in which children begin to understand their locality. Through looking at simple maps and plans they begin to understand the history of their immediate environment including school			A history driven topic examining the times when London and the locality has experienced different fires including the Battersea Arts Centre fire in 2015.			This topic is driven by the chronology of the evolution of man. Passing through the ages and regularly drawing parallels between modern day and key developments in different ages.			This history driven topic explores the battle for power between the Anglo Saxons and the Vikings. Including			A topic to highlight and explore the changing landscape of Battersea and how the Thames has influenced the local area.			A biographical topic exploring the journey of Krystyna Skarbek including the role of spies in the Second World War, the equipment they used and their role in DDay.		
Spring	**To the Ends of the Earth**			**Layers of London**			**Fantastic Plastic?**			**Beneath the Surface**			**Come Fly with Me!**			**Against the Odds**		
	Matthew Henson	**Bahamas**	**2012**	**King Henry VIII**	**Londinium**	**1603**	**Kahi Pacarro**	**The Great Pacific Garbage Patch**	**2017**	**Greta Thunberg**	**Mariana Trench**	**2047**	**Orville Wright**	**Heathrow Airport**	**1962**	**Tilly Smith**	**Weddell Sea**	**1912**
Learning Pathway	A topic learning about famous explorers from across the ages up to modern day. By plotting the journeys and discoveries of these famous explorers a geographical appreciation of the world and familiarity with the world map is developed.			Topic exploring the Kings and Queens of Britain, their legacy and impact on life modern day Britain. Geography skills are developed through plans and maps of royal buildings			Geographical topic looking at Impact of plastics on environment. Work involves looking at the currents of the ocean, movement of the earth and the impact humans are having on the seas and planet.			Diving down into the underwater environments around the world including the deepest trench on the planet. This geography driven topic looks at river formation and underwater topography. It begins to explore the future of our oceans and seas and our responsibility in their future.			A look at the impact of flight on the world. A look at early wing design, aircraft production and key figures who were pioneers of flight.			Looking at key moments throughout history where individuals or groups have survived/achieved when the circumstances have been challenging. Through a study of the individual people children will gain an understanding of the different social and natural factors which led to them facing such adversity. This is all learnt within the geographical context of Earth's biomes.		
Summer	**London Landmarks**			**Britain's Great**			**Resisting the Romans**			**Burnt Ships**			**The Greatest Empire?**			**Back to the Future**		
	John Wolfe Barry	**Waterloo Station**	**2000**	**William The Conqueror**	**White Cliffs of Dover**	**2014**	**Hannibal**	**Colchester**	**79AD**	**Hernan Cortes**	**Tikal**	**900CE**	**Alexander the Great**	**Jamestown**	**1922**	**Pioneers from the Past**	**Britain**	**2000 – 2023**
Learning Pathway	An exploration and understanding of the geographical layout of London through pinpointing landmarks. Historical references are made through the times and dates they were built and why they were important at the time.			Geographical features of the UK including unique features of an Island. Gain an initial understanding of rivers, lakes, mountains, cliffs and human features of geography. Begin to understand when the different era throughout British history came to start and end.			A historically driven topic outlining the vast impact of the Roman Empire focussing on those things which tried to stop the Romans in their conquest.			An historical study of the Mayans. Children will develop an understanding of the Mayan civilisation as well as learning about the explorer Hernan Cortes and how the Spanish invasion of Mexico was viewed differently from both sides of the conflict. In geography map skills will be developed including 4 figure grid references.			A detailed look comparing three major empires from across history. Starting with the Egyptian Empire, then Ancient Greece and finishing with the British Empire. Children will explore the moment the Slavery Abolition Act was brought in and use their Key Discipline Skills to evaluate which empire had the biggest impact.			Children reflect on pioneering people from our past. These are influential people from the UK, but also around the world. They will compare and reflect on the achievements of these greats as well as analyse the chronology of history from 2000 to today's date, evaluating how the world has changed in the short period of time.		

Appendix 2

GEOGRAPHY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

EARLY YEARS FOUNDATION STAGE		
Substantive Knowledge	**Locational Knowledge**	Explain some similarities and differences between life in this country and life in other countries.
	Place Knowledge	Talk about the lives of people around them and their role in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books. Know some similarities and differences between different cultural communities in this country.
	Human and Physical Geography	Describe their immediate environment. Know some similarities and differences between the natural world around them and contrasting environments. Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches). Understand some important processes and changes in the natural world around them, including the seasons.
Disciplinary Knowledge	**Geographical Skills and Fieldwork**	Explore the use of a weather map. Draw a map of a real or imaginary place. Describe and experiment with direction of movement. Use simple positional cues – give directions around a room or space. Explore and observe nature in the local environment using a magnifying glass. Walk around the immediate environment noticing features (hall, library, playground, office).
	Similarities and Difference	Understand there are different places on the globe (land and water). Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.

GEOGRAPHY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

KEY STAGE 1		
Substantive Knowledge	**Locational Knowledge**	Name and locate the word's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.
	Place Knowledge	Understand geographical similarities and differences through studying the physical geography of a small area of the UK , and of a small contrasting non-European country (Australia and Bahamas).
	Human and Physical Geography	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Disciplinary Knowledge	**Geographical Skills and Fieldwork**	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Similarity and Difference	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people.
	Change Over Time	Understand some of the ways the world's climate is changing.
	Responsibility	Know why it is important to recycle.

GEOGRAPHY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

LOWER KEY STAGE 2		
Substantive Knowledge	**Locational Knowledge**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic. Know the names of four countries from the Southern Hemisphere and four from the Northern Hemisphere.
	Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.
	Human and Physical Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Disciplinary Knowledge	**Geographical Skills and Fieldwork**	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies..
	Change Over Time	Recognise how human geographical features change over time.
	Responsibility	Understand the consequence of ignoring climate change. Know some of the actions humans can take to reduce the effects of climate change.

GEOGRAPHY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

UPPER KEY STAGE 2		
Substantive Knowledge	**Locational Knowledge**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
	Human and Physical Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Disciplinary Knowledge	**Geographical Skills and Fieldwork**	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Change Over Time	Reflect on the key changes that have occurred in buildings, trade and population.
	Responsibility	Understand the concept and impact of deforestation on a local and global scale. Know a range of strategies that can be used to reduce the negative impact that humans can have on the environment.

HISTORY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

EARLY YEARS FOUNDATION STAGE		
Substantive Knowledge	**Historical Concepts**	Know and use some historical concepts e.g. king, castle, knight.
	Chronological Understanding	Identify and classify old and new. Use time vocabulary.
Disciplinary Knowledge	**Enquiry**	Talk about the lives of people around them.
	Evidence	Understand the past through settings, characters and events in books and stories.
	Change	Identify some of the differences between past and present.

KEY STAGE 1		
Substantive Knowledge	**Historical Concepts**	Know and use a variety of historical concepts.
	Chronological Understanding	Place events and periods into a chronological framework.
Disciplinary Knowledge	**Enquiry**	Ask and answer some questions about the past.
	Evidence	Know different types of sources. Choose parts of sources to answer questions.
	Cause and Consequence	Describe why people did things, why events happened and what happened as a result.
	Similarity and Difference	Identify some of the differences between people living in past societies.
	Change and Continuity	Identify similarities and differences between ways of life at different times.
	Interpretations	Describe someone else's version of the past.
	Significance	Describe some people, places or events which have been deemed significant.

HISTORY - SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

LOWER KEY STAGE 2		
Substantive Knowledge	**Historical Concepts**	Understand and use a wide variety of historical concepts
	Chronological Understanding	Develop a secure chronological framework. Build narratives within and across periods studied.
Disciplinary Knowledge	**Enquiry**	Ask and answer historically valid questions.
	Evidence	Make some inferences from sources. Select and use information from collections of sources. Begin to comment on how useful sources are for specific questions.
	Cause and Consequence	Give reasons for and results of events and changes.
	Similarity and Difference	Compare the experiences of different people in past societies.
	Change and Continuity	Describe changes within and across different periods and societies
	Interpretations	Describe some different versions of the past.
	Significance	Identify reasons why some people, places or events have been deemed significant by other people.

UPPER KEY STAGE 2		
Substantive Knowledge	**Historical Concepts**	Understand and use a wide variety of historic terms in sophisticated manner
	Chronological Understanding	Develop a secure chronological framework. Build detailed narratives within and across periods studied.
Disciplinary Knowledge	**Enquiry**	Ask, answer and revise historically valid questions.
	Evidence	Make inferences from sources. Cross-reference and combine sources to answer questions. Judge how useful sources are for specific questions
	Cause and Consequence	Explain reasons for and results of events and changes.
	Similarity and Difference	Make detailed comparisons and contrasts between the experiences of different people in past societies
	Change and Continuity	Analyse the pace, type and extent of change for people in the past.
	Interpretations	Start to give reasons why different versions of the past exist.
	Significance	Explain why some people, places or events have been deemed significant by other people.