



History Progression of Disciplinary Knowledge

Year Group							
Area of Study	<p>Reception</p> <p>Aut 1 – Magical Me (Our lives past/ present, people who help us in the community) Aut 2 – Celebrations (Changes over time, traditions) Spr 1 In a land fa, far away (Monarchy) Spr 2 – On the Farm (Changes to agriculture – Farm to Supermarket) Sum 1 – Past and Present (Toys/ Transport – Changes over time comparisons) Sum 2 – Around the World – How holidays have changed</p> <p>History is taught throughout each unit in Reception. It makes links to the NC.</p>	<p>Year 1</p> <p>Aut – Nurses Spring – Toys Sum - Titanic</p>	<p>Year 2</p> <p>Aut – Great fire of London Spr – Journeys and great explorers Sum - Seaside</p>	<p>Year 3</p> <p>Aut – Stone age to Iron Age Spr – Ancient Egypt Sum – Roman Britain</p>	<p>Year 4</p> <p>Aut – Ancient Greece Spr – Saxons Sum – Vikings</p>	<p>Year 5</p> <p>Aut – Maya Spr – Changing role of women Sum – Industrial Revolution</p>	<p>Year 6</p> <p>Aut – Slave Trade Spr - WW2 Sum – Crime and punishment</p>
Key Substantive Concepts	<p>Significant People Invasion & Empire Settlements & Social History Communication and Invention</p>						
Scope	<p>Understanding the World Past and Present (ELG)</p> <p>Birth to 5 & Development matters People & Communities</p>	<p>Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality</p>	<p>Changes to Britain from the Stone Age to Iron Age</p> <p>An overview of the earliest civilisations and a depth study of at least one early civilisation – Ancient Egypt</p> <p>The Roman Empire and its impact on Britain</p>	<p>Ancient Greece</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for control of England</p>	<p>A non-European society – Mayans</p> <p>A change in an aspect of social history - Changing role of women.</p> <p>A local history study - Industrial Revolution</p>	<p>1562 - Present - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - The Transatlantic Slave Trade</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- WW2</p> <p>A change in an aspect of social history- Crime and Punishment.</p>	
Cause & Consequence	<p>To begin to make sense of their own life-story and family's history. – Magical Me unit.</p> <p>To talk about the lives of the people around them and their roles in society. (People who help us.)</p>	<p>To recognise some causes to historical events.</p> <p>To identify consequences to historical events.</p>	<p>To understand that there are reasons why people in the past acted as they did.</p> <p>To identify causes and consequences from the past.</p>	<p>To find out about the cause of an event.</p> <p>To identify key consequences over a period of time and be able to give reasons for those changes.</p>	<p>To explain how people and events in the past have influenced life today.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	
Change and Continuity	<p>To compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> - Changing monarchy - Comparing past and present (Toys, transport, holidays) 	<p>To recognise some similarities and differences between the past and the present.</p>	<p>To identify similarities and differences between ways of life in different periods.</p>	<p>To find out about the everyday lives of people compared with our life today.</p>	<p>To explain how people and events in the past have influenced life today.</p>	<p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	
Similarity and difference	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> - Identify changes from baby to now. 	<p>To recognise some similarities and differences between individuals e.g. within the life and times of Mary Seacole</p>	<p>To identify similarities and differences between societies e.g. within 17th Century London.</p>	<p>To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.</p>	<p>To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo-Saxons and the native Britons.</p>	<p>To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within The Mayan Civilisation</p>	
Historical significance	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To recognise why certain individuals e.g. Mary Seacole are significant in history (achievements and impact)</p>	<p>To identify why certain people/events are significant in the wider context of history e.g. Neil Armstrong and the Moon Landing.</p>	<p>To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p>	<p>To explore the impact that the Vikings had on shaping Britain today.</p> <p>To explain how significant the legacy of Ancient Greece is for life today.</p>	<p>To explain advancements in technology in the Mayan civilisation.</p> <p>To evaluate the achievements of the Industrial Revolution as a</p>	

				<p>To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.</p> <p>To describe the achievements of the Ancient Egyptians and their significance to human development.</p> <p>To evaluate the impact that the Romans had on modern day Britain.</p>		<p>turning point in British history in the context of then and now.</p>	<p>To understand the impact of WW2 and why there hasn't been another World War since.</p>
Sources and Evidence	<p>To comment on images of familiar situations in the past.</p>	<p>To look at simple artefacts and pictures to ask questions about the past.</p>	<p>To look at a source (such as Samuel Pepys' diary) to find answers to questions about the past.</p> <p>To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</p>	<p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>To suggest sources of evidence to help answer questions to present findings.</p>	<p>To devise my own questions to find answers about the past.</p> <p>To begin to undertake my own research.</p> <p>To compare different accounts of an event and explain why they may differ.</p>	<p>To recognise when I am using primary and secondary sources of information to investigate the past.</p> <p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p>	<p>To use sources of information to form testable hypothesis about the past.</p> <p>To locate and analyse relevant information to justify claims about the past.</p> <p>To investigate my own lines of enquiry by posing historically valid questions to answer.</p>
Historical Interpretations	<p><u>ELG:</u> <u>Listening and Attention:</u> Listen to stories, accurately. Anticipate key events and respond to what they hear.</p>	<p>To use stories or accounts to distinguish between fact and fiction.</p>	<p>To start to compare two versions of a past event.</p> <p>To explain that there are different types of sources that can be used to help represent the past.</p>	<p>To look at more than two versions of the same event or story in history and identify differences.</p>	<p>To find and analyse a wide range of evidence about the past.</p> <p>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>To begin to evaluate the usefulness of different sources.</p>
Texts							