

HISTORY PROGRESSION MAP

National Curriculum and EYFS Framework

SUBSTANTIVE KNOWLEDGE

Generative Knowledge

- Substantive Concepts embedded within units and revised many times – e.g invasion, empire, society, trade, democracy
- Chronological Knowledge – understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)

Fingertip Knowledge

- Knowledge of key facts and dates from units (e.g. Romans, Ancient Egypt)

DISCIPLINARY KNOWLEDGE

The Approach to Historical Enquiry

‘Asking historical questions, using sources and communicating ideas’

Disciplinary Concepts

Second-order concepts:

Historical Interpretations, Change and Continuity, Similarities and Differences, Cause and Consequence, Understand Significance of Events and People.

National Curriculum Programmes of Study							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
Historical Knowledge	Knowledge & Understanding of British History	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain 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 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
	Local History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> A local history study 			
	Knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 		<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History Skills and Concepts		<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 		<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 			

HISTORY KNOWLEDGE PROGRESSION - Substantive Knowledge						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge and Understanding of British History	<p>Houses and Homes – Then & Now</p> <p>Changes with respect to house and homes and how these reveal changes to aspects of national life.</p>	<p>Great Fire of London - The causes, events and consequences of the Great Fire of London (Note will change with</p> <p>Seaside Holidays The change and continuity of</p>	Pre-Historic Britain -	Raiders or Traders The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; their life, kingdoms, culture and Christian conversion.	Roman Britain What happened when the Romans came to Britain. The Roman Empire, its invasion of Britain and the effects. The success if its armies, Boudica’s rebellion, Roman life, , beliefs and the legacy of	World War 2 An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, focussing on the World War 2 – the causes, evacuation, the Home Front and

	<p>Great Fire of London The causes, events and consequences of the Great Fire of London</p> <p>Significant Individuals – Focus on the achievements of different individuals and the impact that they had. Mary Seacole, Florence Nightingale, James Cook, George Cadbury, Beatrix Potter and Mary Anning</p>	<p>the British seaside holiday over a period of time.</p>		<p>The arrival of the Normans and the battle for the English crown. The building of castles and life in medieval England.</p>	<p>the Romans. Why the Romans eventually left.</p> <p>The Tudors The life and times of the Tudors, including the Battle of Bosworth field, the Reformation, the succession for the crown and the 'golden age' of Elizabeth I.</p>	<p>importance of propaganda.</p>
Local History	<p>Houses and homes in their own locality.</p>	<p>Selly Manor – Link to Tudor style buildings of GFOL</p>	<p>Birmingham Changes in the development of Birmingham (Geography unit)</p>	<p>Local Castles – Weoley Castle / Tamworth</p>	<p>Local Tudor Home – Blakesley Hall</p>	<p>Impact of WW2 on local area, particularly Longbridge and its use to build aircraft</p>
Knowledge and Understanding of Wider World History	<p>Significant Individuals: Mary Seacole, Florence Nightingale, James Cook, George Cadbury, Beatrix Potter and Mary Anning How they have contributed to national and international achievements</p>		<p>Ancient Egypt: The importance of the River Nile, the Great Pyramids, mummification and the life of ancient Egyptians.</p>			<p>Civil Rights: The rise of civil Rights in America with a focus on Rosa Parks and Martin Luther King. Consider the impact both in the USA and then the wider world.</p>

Substantive Skills and Concepts

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Knowledge	<p>Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.</p> <p>Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>
Disciplinary Knowledge - - knowledge of second order concepts and the approach of historical enquiry. Children should know how to....			
Historical Enquiry – Using Sources and Communicating Ideas	<p>Ask questions and produce answers to a few historical enquiries.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>	<p>Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>
Cause and Consequence	<p>Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.</p>	<p>Identify and comment on the importance of causes and consequences of historical events and changes.</p>	<p>Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.</p>
Change and continuity	<p>Identify similarities and differences between ways of life at different times.</p>	<p>Make valid statements about the main changes occurring within and across periods.</p>	<p>Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes.</p>
Similarities and Differences	<p>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
Historical Significance	<p>Identify and talk about important aspects of a theme, period, society or person.</p>	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>
Historical Interpretations	<p>Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.</p>	<p>Understand that different versions of the past exist, and explore possible reasons for this.</p>	<p>Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view.</p> <p>Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</p>

REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge and understanding of the world	HOUSES AND HOMES	GREAT FIRE OF LONDON	ANCIENT EGYPT	ANGLO-SAXONS, VIKINGS AND NORMANS	THE ROMANS	WORLD WAR 2
-Compare and contrast characters from stories, including figures from the past. -Compare and contrast characters from stories, including figures from the past.	SIGNIFICANT INDIVIDUALS	SEASIDE HOLIDAYS			THE TUDORS	CIVIL RIGHTS