

## Progression of History

<b>Subject Content</b>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>	<p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</li> </ul>
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### LKS2

**Substantive Knowledge** 'knowledge about the past'

Historical Concepts built on over time throughout KS2:

**Civilization Trade Religion Power**

<b>Local History</b>	<b>Ancient History</b>	<b>British History</b>	<b>British History</b>
<b>Rivers of Time</b> A: River Great Ouse <b>Power, People &amp; Places</b> B: Oliver Cromwell	<b>Rivers of Time</b> A: Ancient Egypt <b>Power, People &amp; Places</b> B: Ancient Greece	<b>Stones &amp; Bones</b> A: Stone Age & Iron Age <b>When in Rome</b> B: Rise & Fall of the Roman Empire & Roman Briton	<b>Coastal Kingdoms</b> A: Anglo Saxons & Scots & Vikings [Life in Briton] & [Alfred the Great] <b>Coastal Conflict</b> B: Anglo Saxons & Scots & Vikings [Invasions]

**Disciplinary Knowledge** 'how historians investigate the past'

concepts	Year 3	Year 4
<b>chronological understanding</b>	To sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.  To understand that a timeline To be divided into BC (Before Christ) and AD (Anno Domini).	To sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.  To understand that a timeline To be divided into BC (Before Christ) and AD (Anno Domini).
<b>historical interpretation</b>	To see how gaps in evidence To influence interpretations. e.g prehistory with no written or recorded information.  To provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the X).  To comment on a range of possible reasons for differences in a number of accounts.	To work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction.  To comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about X).  To explain historical situations, events, developments and individuals from more than 1 viewpoint.
<b>historical enquiry</b>	To draw together information from an increasing range of sources.  To ask valid questions for enquiries and answer using several sources.	To draw together information from sources about the complexity of life in the past.  To ask and answer their own questions on sources.

	To use sources of information to make statements or judgements.	To independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
<b>organisation and communication</b>	Show awareness and understanding visually, orally and in writing. To use a wider range of vocabulary when showing awareness.	To produce structured narratives and descriptions.
<b>cause and consequence</b>	To demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time.	To explain with confidence the significance of particular causes and effects for many of the key events and developments.
<b>change and continuity</b>	To recognise differences between ways of life in the past. To make valid statements about the main things that stayed the same and the changes occurring within topics.	Describe links between different features in past situations. To explain why certain changes and developments were of particular significance within topics and across time periods
<b>similarities and differences</b>	To make valid statements about the main similarities, differences and changes occurring within topics. To describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.	Describe links between different features in past situations. To explain why they were certain differences and similarities across time periods.
<b>significance</b>	To select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X). To begin to explain why.	To explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). To comment on the usefulness and reliability of a range of sources for particular enquiries.
<b>sources of evidence</b>	To understand how sources To be used to answer a range of historical questions.	To comment on the usefulness and reliability of a range of sources for particular enquiries.

### UKS2

**Substantive Knowledge** 'knowledge about the past'  
Historical Concepts built on over time throughout KS2:  
**Civilization Trade Religion Power**

Local History	Ancient History	British History	British History
<b>Journeys of Nations</b> A: The Stuarts [Oliver Cromwell & Samuel Pepys] XXX B: Thinking Soldier & WW1	<b>Journeys of Nations</b> A: Islamic Civilization [Baghdad] XXX B: Mayans [non-European society]	<b>Steam Ahead</b> A: The Industrial Revolution & Victorian Age XXX B: The War of the Roses & the Tudors	<b>Conflict to Victory</b> A: WW1 & WW2 <b>Battle of Britain</b> B: WW2 & The history of Human Rights

**Disciplinary Knowledge** 'how historians investigate the past'

concepts	Year 5	Year 6
<b>chronological understanding</b>	To sequence with independence the key events, objects, themes, societies, and people in UKS2 topics covered in the correct chronological order through the application of knowledge.	To begin to independently explain the sequence of key events, objects, themes, societies, and people in topics covered using dates, period labels and historical terms accurately (e.g. ancient, modern, BC, AD, century and decade)
<b>historical interpretation</b>	To identify different interpretations for events, developments and people covered in a range of UKS2 topics (e.g. recognise several different representations and interpretations about X). To give reasons for differences between interpretations.	To comment on the accuracy of interpretations, explain how and why it is possible to have different interpretations of the same event or person.
<b>historical enquiry</b>	To reach a valid conclusion based on devising and answering questions relating to a historical enquiry.	To reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. To select appropriate evidence and use this to produce a valid conclusion.

<b>organisation and communication</b>	<p>To provide overviews of the main features of different themes, individuals, societies, and events covered.</p> <p>To show awareness and understanding visually, orally and in writing.</p> <p>To use a wider range of vocabulary when showing awareness and identifies sources that are useful for specific enquiries.</p>	<p>To produce structured narratives and descriptions.</p> <p>To use a broad range of historical terms and dates accurately in relation to the periods studied.</p> <p>To provide overviews of the most significant features of different themes, individuals, societies and events covered.</p>
<b>cause and consequence</b>	To explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why)	To begin to comment independently on the different types of causes and effects for most of the events covered, including longer-and shorter-term aspects.
<b>change and continuity</b>	To provide valid reasons why some changes and developments were important within UKS2 topics (e.g. decide why one change in X is of particular importance, why the development of the X was important).	To compare changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of X).
<b>similarities and differences</b>	To make valid statements about the main similarities and differences occurring within topics e.g Does adversity make you stronger?	To compare similarities and differences within topics (e.g. Why do people have different X?) and across some topics, in terms of importance or the type of civilisation and empire (e.g. the X contrasted with the Anglo-Saxons (LKS2 topic) and the X).
<b>significance</b>	To describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of X).	To explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the X).
<b>sources of evidence</b>	<p>To understand how sources To be used to answer a range of historical questions.</p> <p>To accept and reject sources based on valid criteria when carrying out enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the X).</p>	<p>To comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the X affected X).</p> <p>To comment on the usefulness and reliability of a range of sources for enquiries.</p>

### How will we implement history in our school?

- We **teach history every half term**.
- We will ensure **evidence** of history can be seen in books, on Seesaw, class learning journey displays, on enquiry medium term planning and annotated enquiry organisers [stored electronically].
- We will ensure that half termly **sparky starts** and **final outcomes** provide experiences for the children in our local community and beyond.
- Our enquiry-based curriculum makes **links to other subjects** e.g. Our Autumn 1 geography content is linked to the River Great Ouse within Huntingdon with a focus on how it has changed over time.