

## Thursfield Primary School

### History Progression

History is factual knowledge of the past - key events, place, people etc and includes generative knowledge.

**Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts (such as invasion, empire, settlement, social history, crime and punishment, communication and invention).

**Substantive Concepts** are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint. Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into

**Disciplinary concepts** that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed
- Sources and evidence – using sources (pictures, photographs, artefacts) to access and acquire information about the past.

## National Curriculum Programmes of Study

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught about:		Pupils should be taught about:			
<b>Knowledge &amp; Understanding of British History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>			
<b>Local History</b>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• A local history story</li> </ul>			
<b>Knowledge &amp; Understanding of Wider World History</b>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <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>			
<b>History Skills and Concepts</b>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time.</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• understand some ways we find out about the past</li> <li>• Identify different ways in which the past is represented</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

## Termly Units

	Year 1/ 2 Year A	Year 1/ 2 Year B	Year 3 / 4 Year A	Year 3/ 4 Year B	Year 5/ 6 Year A	Year 5/ 26 Year B
<b><u>Autumn</u></b>	Remembrance/ Gunpowder Plot	British Monarchy	Local History Study (The Potteries)	The Ancient Greeks	World War II	The Vikings
<b><u>Spring</u></b>	Florence Nightingale/ Mary Seacole	The Great Fire of London	The Stone Age	The Mayans	The Space Race	The Tudors
<b><u>Summer</u></b>	Victorian Childhood	The History of Flight	The Ancient Egyptians	The Romans	Crime and Punishment	The Industrial Revolution

### **End points:**

**By the end of EYFS, children will:** Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

**By the end of KS1:** Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

**By the end of KS2, children will:** Have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

## Substantive Knowledge

<b>Key Stage 1</b>			
Key Concepts:			
1. Invasion & Empire	2. Settlements & Social History	3. Crime & Punishment	4. Communication & Invention
Area of Study	EYFS	LKS 2    Year A	LKS 2    Year B
Scope	Understanding the World	Remembrance and WWI Gunpowder, Treason and Plot Florence Nightingale and Mary Seacole Life of a Victorian Child	Monarchy Great Fire of London Flight
Chronology	Past and present Living memory	Within living memory Beyond living memory 1605 – The Gunpowder Plot 1914-1918 - World War 1 1837 – 1901 The Victorians	Within living memory Beyond living memory 1666 – the Great Fire of London 1783 – Montgolfier Brother 1903 - The first flight 1969 - Moon landing
	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> <li>• To place known events and objects in chronological order</li> <li>• To sequence events and recount changes within living memory</li> <li>• To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe events from the past, using common words and phrases relating to the passing of time</li> <li>• To sequence events on a timeline</li> </ul>
Invasion and Empire		<ul style="list-style-type: none"> <li>• To know that WW1 took place between 1914 and 1918</li> <li>• To know that many countries were involved in WW1</li> <li>• To know that some battles in WW1 took place in Flanders Fields</li> </ul>	
Settlements & Social History		<ul style="list-style-type: none"> <li>To know the causes of the Gunpowder Plot</li> <li>• To know the names of the main plotters</li> <li>• To know why the Gunpowder Plot failed</li> <li>• To know why we celebrate Bonfire night</li> <li>• To know why poppies were chosen as a symbol of remembrance</li> <li>• To know the date of Remembrance Day and why it was chosen</li> </ul> <ul style="list-style-type: none"> <li>• to know that Victorian children played with different toys to us</li> </ul>	<ul style="list-style-type: none"> <li>• To know who the current monarch is.</li> <li>• To know who is next in line to the throne.</li> <li>• To know the role of a monarch</li> <li>• To know how the current monarch is linked to Queen Victoria and how their lives are different.</li> </ul> <ul style="list-style-type: none"> <li>• To know why the Great Fire of London spread so quickly.</li> <li>• To know how the Great Fire of London started.</li> </ul>

		<ul style="list-style-type: none"> <li>• To know that a Victorian school was different to ours</li> <li>• To know that Victorians developed seaside holidays</li> <li>• To know how Victorian children dressed.</li> <li>• To know how the lives of rich and poor children were different</li> <li>• To know that Mary Seacole and Florence Nightingale were both nurses in the Crimean War.</li> <li>• To know that Florence Nightingale came from a wealthy family</li> <li>• To know that Mary Seacole was born in Jamaica</li> <li>• To know the impact Florence Nightingale had on nursing today.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how the Great Fire of London was recorded by Samuel Pepys</li> </ul>
Crime and Punishment		<ul style="list-style-type: none"> <li>• To know how the Gunpowder plotters were punished</li> <li>• To know how Victorian children were punished.</li> </ul>	
Communication and Invention		<ul style="list-style-type: none"> <li>• To know the impact Florence Nightingale had on nursing today.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about advancements in technology e.g. spacecraft</li> <li>• To know about the first hot air balloon flight</li> <li>• To know about the first aeroplane flight and its impact on modern travel</li> <li>• To know that the Great Fire of London led to the development to the modern fire brigade.</li> </ul>

Lower Key Stage 2		
Key Concepts: 1. Invasion & Empire    2. Settlements & Social History    3. Crime & Punishment    4. Communication & Invention		
Area of Study	LKS 2    Year A	LKS 2    Year B
Scope	Local History Stone Age Ancient Egyptians	Ancient Greeks Mayans Romans
Chronology	1759 – present day 15000 – 3000BC Stone Age	7500BC – 30AD Egyptians 776BC – 146BC – Ancient Greece 43AD – 410AD Romans
	To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD. • To know the Stone Age is divided into three periods: ➤ Palaeolithic 30,000 BC – 10,000 BC ➤ Mesolithic 10,000BC – 8,000BC ➤ Neolithic 8000BC – 3000BC	To place and describe some historical periods and eras on a timeline. • To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.
Invasion and Empire		To know the origin of the Greek Empire.  To know key facts about the Maya Civilisation  To know that the Britain was once part of the Roman Empire. To know that Claudius successfully invaded Britain in 43AD. To know that Julius Caesar invaded Britain twice in 55BC and 54BC. To know the impact Romans had on Britain.
Settlements & Social History	To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm To know that the first man was known as a hunter gatherer To know that the Stone Age people were nomads but then became settlers.  To know the religion and gods of Ancient Egypt. To know death and burial rituals (mummification) To know that Howard Carter discovered Tutankhamun's tomb in 1922 To know that Tutankhamun ruled Ancient Egypt	To know about the city states of Sparta and Athens and make comparisons. To know that the Olympic games first began in 776BC To know about gods, goddesses and religious beliefs in ancient Greece.  To know some Mayan gods and sacrifices, food and diet. To know about some Mayan temples and buildings (Chichen Itza) To know about the Mayan number system To know what Mayan people ate and grew
Crime and Punishment	To know that there were no laws in the Stone Age	
Communication and Invention	To know the origins of the pottery industry in Stoke on Trent. To know key facts about the development of the pottery industry. (Emma Bridgewater) To know that Josiah Wedgwood was a famous potter. To know that Josiah Wedgwood influenced the development of canals.	To know how modern life has been influenced by the Ancient Greeks  To know that during their occupation of Britain the Romans built an extensive network of roads

	<p>To know that James Brindley developed canals.</p> <p>To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gatherers).</p> <p>To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery</p> <p>To know how and why Egyptians built pyramids</p>	
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Upper Key Stage 2		
Key Concepts: 1. Invasion & Empire    2. Settlements & Social History    3. Crime & Punishment    4. Communication & Invention		
Area of Study	UKS 2    Year A	UKS 2    Year B
Scope	World War II The Space Race Crime and Punishment	The Vikings The Tudors The Industrial Revolution
Chronology	1939 - 1945 – World War II 1485 – 1603 – The Tudors	1750AD – 1900AD – Industrial Revolution
	To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. To sequence local, national and international events as well as historical periods. To use dates (BC and AD) and terms accurately in describing events.	To identify periods of rapid change in history and contrast them with times of relatively little change. To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Invasion and Empire	To know how WW2 began and ended To know and which countries and world leaders were involved in WW2 To know what the Blitz was	To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain. To know they travelled from Scandinavia and landed in Lindisfarne. To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England  To know that the Tudors came to power after the Battle of Bosworth To know that the Tudors reigned England from 1485 - 1603
Settlements & Social History	To know about safety measures during the Blitz To know that children were evacuated during WW2 and the benefits of this. To know why rationing was introduced. To know about the 'Dig for Victory' campaign To know who Anne Frank was and why she is remembered. To know the effects of the war on the lives of everyday people  To know that Valentina Tereshkova was the first woman in space To know that Yuri Gagarin completed the first manned space flight in 1961. To know that Neil Armstrong was the first man to walk on the moon	To know the Vikings were searching for farmland and treasures to make them rich. To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries. To know that the Vikings landed at Lindisfarne To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village)  To know the six wives of Henry VIII To know that Henry VIII declared himself head of the Church of England  To know that the Industrial Revolution led to people moving to towns from the countryside.
Crime and Punishment	To know Roman beliefs about crime and punishment To know how the legal system worked in Anglo Saxon Britain. To know the similarities and differences between the modern British and Roman justice system and that of the Anglo-Saxons. To know popular punishments in Tudor Britain	To know the Vikings stole treasures from Monasteries.  To know that Henry VIII closed down the Catholic abbeys, convents and monasteries and took their buildings, land and money.

	<p>To know about the experiences of Victorian prisons</p> <p>To know the similarities and differences between modern methods of crime prevention and detection with what existed in the past</p> <p>To know the Government and the Rule of Law</p>	
<p>Communication and Invention</p>	<p>To know that the Space Race led to the development of space exploration.</p> <p>To know that Tim Peake visited the International Space Station.</p>	<p>To know inventions during the Industrial Revolution e.g. steam engine</p> <p>To know the impact that the Industrial Revolution had on the people of Britain</p> <p>To know that the Victorians developed the railways in Britain.</p>

## Disciplinary Knowledge

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

### Key Stage 1

Key Concepts: 1. Invasion & Empire      2. Settlements & Social History      3. Crime & Punishment      4. Communication & Invention			
Area of Study	EYFS	Year 1	Year 2
<b>Scope</b>		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	
<b>Cause and Consequence</b>		To recognise some causes to historical events. To identify consequences to historical events.	To understand that there are reasons why people in the past acted as they did. To identify causes and consequences from the past.
<b>Change and Continuity</b>		To recognise some similarities and differences between the past and the present.	To identify similarities and differences between ways of life in different periods
<b>Similarities and Differences</b>		To recognise some similarities and differences between individuals e.g. within the life and times Queen Victoria	To identify similarities and differences between societies e.g. the time of Queen Victoria
<b>Significant People and Events</b>		To recognise why certain individuals e.g. The Wright Brothers are significant in history (achievements and impact)	To identify why certain people/events are significant in the wider context of history e.g. Guy Fawkes and the Gunpowder Plot
<b>Sources and Evidence</b>		To look at simple artefacts and pictures to ask questions about the past.	To look at a source (such as photographs from WWI) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.
<b>Historical Interpretations</b>		To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past.	To look at more than two versions of the same event or story in history and identify differences.

## Key Stage 2

Key Concepts:				
1. Invasion & Empire	2. Settlements & Social History	3. Crime & Punishment	4. Communication & Invention	
Area of Study	LKS2 Year A	LKS2 Year B	UKS2 Year A	UKS 2 Year B
<b>Scope</b>	Changes in Britain from the Stone Age to the Iron Age A local history study The achievements of the earliest civilisations – Ancient Egypt	The Roman Empire and its impact on Britain Ancient Greek – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – Mayan civilisation	A study of an aspect or theme in British history that extends pupil' chronological knowledge beyond 1066 – crime and punishment	The Viking struggle for the Kingdom of England A study of an aspect or theme in British history that extends pupil' chronological knowledge beyond 1066 – the Industrial Revolution
<b>Cause and Consequence</b>	To describe connections and contrasts between aspects of history, people, events and artefacts studied. To identify key consequences over a period of time and be able to give reasons for those changes	To find out about the cause of an event To explain how people and events in the past have influenced life today.	To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. To identify and note connections, contrasts and trends over time in the everyday lives of people.	To examine causes and results of great events and the impact these had on people. To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
<b>Change and Continuity</b>	To find out about the everyday lives of people compared with our life today	To explain how people and events in the past have influenced life today.	To describe connections and contrasts between aspects of history, people, events and artefacts studied.	To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
<b>Similarities and Differences</b>	To explain similarities and differences between an aspect of society e.g. the religious beliefs of AngloSaxons and the native Britons	To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within World War II.	To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period of the Industrial Revolution.
<b>Significant People and Events</b>	To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. To identify why our interpretations of Stone Age to Iron Age is difficult due	To explain advancements in technology in the Mayan civilisation	To describe the achievements of the Space Race	To evaluate the achievements of the Industrial Revolution as a turning point in British history in the context of then and now.

	to limited primary sources or written evidence			
<b>Sources and Evidence</b>	<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 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>
<b>Historical Interpretations</b>	<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 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>	<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>