




# Progression Map

## History



## Knowledge and Skills Progression Map: History

EYFS
End of EYFS Expectations
<p><b>ELG: Past and Present</b> Children will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Birth to Five Matters</b></p> <p><b>Range 3-4</b></p> <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them (PC 3)</li> <li>• Is interested in photographs of themselves and other familiar people and objects (PC 3)</li> <li>• Has a sense of own immediate family and relations and pets (PC 4)</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background (PC 4)</li> </ul> <p><b>Range 5-6</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines (PC 5/6).</li> <li>• Remembers and talks about significant events in their own experience (PC 5).</li> <li>• Recognises and describes special times or events for family or friends (PC5)</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors (PC5)</li> </ul> <p>Talks about past and present events in their own life and in the lives of family members (PC 6).</p> <ul style="list-style-type: none"> <li>• Can they talk about past and present events in their own lives and in the lives of their family?</li> <li>• Can they order and sequence familiar events using visual prompts?</li> <li>• Can they recognise differences between past and present events in their own lives and those of others?</li> </ul>
Greater Depth
<ul style="list-style-type: none"> <li>• Can they give reasons why people's lives were different in the past?</li> <li>• Can they ask questions about past events or the lives of people in their family or community?</li> </ul>
Key Concepts

<p><b>People and Places</b></p>
Second Order Concepts



### Chronology

#### Nursery

- Can describe differences between him or herself as a baby and as he or she is now.
- Sequences images of themselves as baby, toddler and infant.
- Retell a familiar simple story or event in the correct order

#### Reception

- Can sort pictures and objects, matching them to babies, children and adults.
- Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).
- Realises that images from/of the past e.g. illustrations from stories or photographs of the past are not from nowadays by reference to some period detail, eg: clothes, objects no longer used.
- Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story
- Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new



### Similarity and Difference

#### Nursery

- Identify things that are the same and things that are different in a range of activities e.g. in sorting activities, in the natural world, between themselves and others

#### Reception

- Know about similarities and differences between themselves and others, and among families, communities and traditions



### Characteristic Features

#### Nursery

- Notice some differences between younger and older children including identifying some differences when they were baby.
- Show an interest in objects from the past e.g. in role play or dressing up, make some simple comments about illustrations or photographs depicting the past

#### Reception

- Explain how life was different for them as a toddler and a baby.
- See how life must have been different in the past because they notice differences in pictures, illustrations, visiting museums or when handling objects from the past



### Cause and Consequence

#### Nursery

- Say what might happen next in a story based on what they have heard so far
- Answer simple why and how questions e.g. about familiar stories or about their own actions

#### Reception

- Explain why a character in a familiar story took the action he or she did. Children should be able to offer a valid reason possibly using the word 'because'.
- Explain why they took the action they did when discussing 'myself'



### Historical Interpretation

#### Nursery

- Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories
- Begin to be aware that there may be different versions of the same story e.g. have a favourite version of a traditional story

#### Reception

- Know that different versions of the same story or different representations of a story may give a different version of events, simply by noting differences in how a character is shown or how the events are portrayed.
- Begin to understand that we have different views of familiar events, eg: first day at school.
- Understand we cannot always remember what happened in the past.
- See that there are several versions of story by comparing pictures, and spotting the differences between them.



### Change and Continuity

#### Nursery

- Notice some changes over time e.g. changes as they get older, changes to plants and animals as they grow, changes in the seasons

#### Reception

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class



### Historical Significance

#### Nursery

- Enjoy participating in and talk about special occasions and events that are significant to them including things that they experienced in the near past e.g. a party, going on a trip

#### Reception

- Recognise and describe special times or events for family or friends
- Understand that there are special events that are celebrated e.g. festivals, the Coronation, Jubilee



#### Historical Enquiry

#### Nursery

- Find an answer to a question by looking at a simple picture e.g. in story books or non fiction books
- Show curiosity about objects and answer simple questions about them e.g. what does it feel like, what might it be used for?
- Find out about a historical figure/ the past through sharing a book a book about them/it.
- Say whether a picture is of a baby or a toddler and explain why.
- Point to familiar images in pictures of themselves and their own family

#### Reception

- Understand that you can find information and answer questions by looking in books or on the internet
- Find out the answer to simple questions about a significant historical figure or life in the past using a book or the internet.
- Show an interest in artefacts e.g. when visiting a museum and describe the main features of an artefact.
- Explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories



#### Organisation and Presentation

#### Nursery

- Talk about pictures of themselves or something of interest using appropriate vocabulary, eg: 'when I was a baby ... '.

#### Reception

- Make simple drawings and write simple captions or sentences – some will write a simple sentence to describe, e.g. an old teddy. Can label/annotate simple drawings e.g. of a favourite toy

### Termly Overview

### Substantive Knowledge and Skills

### Cycle 1

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Into the Woods</b>	<b>All About Me</b>	<b>In the Garden</b>
<ul style="list-style-type: none"> <li>Identify that changes occur over time e.g. changes in nature, look at seasonal change and explore how trees change as they get older, look at how we can tell how old a tree is from its rings</li> <li>Explore different versions of favourite stories and illustrations from traditional tales and identify differences between versions</li> </ul>	<ul style="list-style-type: none"> <li>Compare experiences in their own lives with those of others e.g. comparing their own toys with those of their parents/ grandparents generation.</li> <li>Begin to understand the concept of passing time through exploring past, present and future in their own lives.</li> <li>Sequence events.</li> <li>Identify changes in their own bodies and abilities over time</li> <li>Identify special times for themselves and others e.g. celebrating their birthday, baptism or other naming ceremonies, weddings. Explore how these have changed through looking at pictures and photographs and reading stories.</li> <li>Explore books and artefacts that depict what everyday life was like in the past e.g. Peepo, household objects in role play.</li> </ul>	<ul style="list-style-type: none"> <li>Know about people who help take care of the school, local and natural environment and the jobs they do.</li> <li>Identify changes that take place in nature over time e.g. seasonal changes, changes that happen when plants are grown from a seed, changes in animals e.g. life cycle of a butterfly. Sequence these processes.</li> </ul>
<b>Cycle 2</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Food and Festivals</b>	<b>Imaginary Worlds</b>	<b>About Town</b>
<ul style="list-style-type: none"> <li>Identify special times for themselves and others e.g. festivals, celebrations. Explore how these occasions are marked e.g, what food is eaten, clothes people wear.</li> <li>Explore changes in celebrations and festivals between now and the past by looking at pictures and photographs and reading stories e.g. look at old fashioned Christmas cards</li> <li>Identify that changes occur over time e.g. changes in nature, look at seasonal change, decay, harvesting food and noticing how it has changed from when planted.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different versions of favourite stories and illustrations from traditional tales and identify differences between versions</li> <li>Sequence events.</li> <li>Explore books and artefacts that depict what everyday life was like in the past e.g. knights and castles, pirates</li> <li>Understand some things happened a very long time ago e.g. dinosaurs</li> <li>Find out about people in the past and how they lived through stories, non fiction books and visits.</li> <li>Begin to understand that some things are real and some are not real when reading stories set in the past e.g. people told stories about dragons but they were not real</li> </ul>	<ul style="list-style-type: none"> <li>Identify and be interested in different occupations and ways of life.</li> <li>To be aware of some similarities and differences between the past and present e.g. changes in the local area, changes in transport from books, artefacts and visits</li> <li>To find out about key historical and current figures of national importance through stories, non fiction books, the internet and visits.</li> </ul>



### Vocabulary

#### Key Historical Vocabulary

#### Nursery

Once upon a time, yesterday, today, tomorrow, now, next, when I was..., old, book, story, picture

#### Reception

A long time ago, in the past, used to, before, after, then, first, beginning, middle, end, old, new, younger, older, illustration, photograph, object, same, different, change, order, compare, sequence

#### Into the Woods

Ancient, age, decay, change, same, different, illustration, beginning, middle end, first, last, once upon a time

#### All About Me

Baby, toddler, child, parent, grandparent, old, young, new, the past, celebrate, occasion, same, different, change, order, sequence, everyday life, objects

#### In the Garden

Job, care for, change, season, grow, same, different, order, sequence, compare

#### Food and Festivals

Change, season, grow, decay, same, different, order, sequence, compare, old, new, past, present, illustration

#### Imaginary Worlds

Beginning, middle end, first, last, ancient, long ago, once upon a time, past, present, old, new, same, different, castle, pirate ship, pirate, king, queen, princess, prince, dragon

#### About Town

Job, past, present, same, different, change, transport, museum, famous, royal, king, queen, palace, remember

## Unit Substantive and Disciplinary Knowledge Progression Map: History

### Key Stage 1

#### End of Key Stage 1 Expectations

##### National Curriculum Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

##### Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### Year 1

#### Year 1 End of Year Expectations

- Can they put pictures, artefacts or events in chronological order?
- Can they explain some changes to the school and its Local Area ?
- Can they make comparisons between life in different periods (school now and in Victorian times, Seaside Holidays now and in Victorian times, food and homes now and in Georgian times)?
- Can they identify some significant historical places in their locality (London landmarks)?
- Can they use words and phrases such as old, new, a long time ago, before and after to describe the past?
- Can they use stories as a source for asking and answering questions about the past?
- Can they describe some changes within living memory (how seaside holidays have changed, how children's experiences in school have changed)?
- Can they identify key information about significant individuals from the past and explain their achievements (Mary Seacole, Mary Anning)?
- Can they find out about the past from different sources?

#### Greater Depth

- Can they ask *relevant* questions using a range of historical sources provided?



- Can they state appropriate reasons why an event occurred in the past and its impact on their lives?

### Key Concepts



### People and Places

### Second Order Concepts



### Chronology

- More confident in use of terms 'old' and 'new'.
- Use terms 'then' and 'now' correctly and is comfortable with the term 'the past'.
- Understand that the world was different in the olden days.
- Follow logic of fiction titles such as 'Once there were giants'.
- Sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs.



### Similarity and Differences

- Make simple observations about different types of people, events, beliefs within a society



### Characteristic Features

- Understand the concept then and now.
- Spot significant differences, eg: what classrooms and lessons were like in a different period in the past, different methods of transport
- Confidently identify old and new objects e.g. toys, classroom items, transport and can match pictures of people they think would have used them in the past using old photographs.
- Describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain an object from the past e.g. kitchen equipment from a Georgian kitchen.



### Cause and Consequence

- Give a simple reason why a real person acted as they did in a historical situation, e.g. why Mary Anning had to sell her fossils

- Give simple consequences of somebody's actions, e.g. 'because of the fossils Mary Anning discovered we know more about the past'



### Historical Interpretation

- Spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Mary Anning's house looked like – 'it's different from the one on the video,'.
- Realise that there may be more than one way of looking at a significant historical person, e.g Mary Anning was not recognised as a scientist because she was a woman.
- Understand that grandparents' recollections of their childhood seaside holidays might vary



### Change and Continuity

- Identify similarities / differences between ways of life at different times



### Historical Significance

- Talk about who was important eg. in a simple historical account



### Handling Evidence and Historical Enquiry


- Make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic or school items connected with the past would have been used, possibly through simple role play.
- Consult and use information from two simple sources to find information, eg: 'how can we tell this object is old? Because it looks like the one in the book'.
- Find answers to questions about objects by looking in books or on the internet
- Realise that we can find out about a person's life by using a range of sources, such as letters and photographs as well as books.
- Ask simple, but relevant, questions of the teacher in the role of, for example, Mary Anning.
- Draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'.



### Organisation and Presentation

- Write four or five captions, possibly using connectives, to show the sequence of activities
- Write simple sentences describing an event, e.g. Mary Anning discovering the ichthyosaurus
- Write simple sentences containing period-specific detail e.g. about a day at the seaside 100 years ago.
- Label and annotate a photo or picture of the past e.g. a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines.
- Make increasing use of period specific vocabulary, e.g. bathing machine, pier.


### Unit Progression Map

Tales Around the World	London Calling	Fossil Hunters	Enchanted Woodlands	Beside the Seaside
				
<b>National Curriculum Objectives</b>				
<ul style="list-style-type: none"> <li>• To find out about 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>• To find out about significant historical events, people and places in their own locality</li> <li>• To identify similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>• To find about the he lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• To find about changes within living memory and change in national life</li> </ul>
<b>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>• Know key information about the life of Mary Seacole and her achievements.</li> <li>• Give reasons why Mary Seacole is remembered today</li> </ul>	<ul style="list-style-type: none"> <li>• The history of our school and how it has changed over time</li> <li>• How people travelled around London in the past</li> </ul>	<ul style="list-style-type: none"> <li>• The life and achievements of Mary Anning. How life was different in the time of Mary Anning e.g. Georgian clothes, homes, food.</li> </ul>		<ul style="list-style-type: none"> <li>• How holidays to the seaside have changed in the last 100 years.</li> <li>• To identify key period features of seaside holidays including clothes, travel and entertainment.</li> <li>• To identify similarities and differences between seaside holidays in the past and present.</li> </ul>






				<ul style="list-style-type: none"> <li>• How to use sources of evidence to find out about Victorian seaside holidays.</li> <li>• The reasons Victorians went on seaside holidays.</li> <li>• How the past can be divided into different periods.</li> </ul>
<b>Chronology</b>				
<ul style="list-style-type: none"> <li>• Find answers to questions about objects by looking in books or on the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Be more confident in use of terms 'old' and 'new'.</li> <li>• Use terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</li> <li>• Understand that the world was different in the olden days.</li> <li>• Understand the concept then and now.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</li> <li>• Understand that the world was different in the olden days.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that the world was different in the olden days.</li> </ul>
<b>Characteristic Features</b>				
n/a	<ul style="list-style-type: none"> <li>• Spot significant differences, eg: what classrooms and lessons were like in a different period in the past, different methods of transport</li> <li>• Confidently identify old and new objects e.g. toys, classroom items, transport and can match pictures of people they think would have used them in the past using old photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Spot significant differences in the past</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain an object from the past</li> </ul>
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>• Give a simple reason why a real person acted as they did in a historical situation</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Give a simple reason why a real person acted as they did in a historical situation, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a consequence of the development of the railways in Victorian times was</li> </ul>

<ul style="list-style-type: none"> <li>Give simple consequences of a person's actions</li> </ul>		<p>why Mary Anning had to sell her fossils</p> <ul style="list-style-type: none"> <li>Give simple consequences of somebody's actions, e.g. 'because of the fossils Mary Anning discovered we know more about the past'</li> </ul>		<p>more people taking seaside holidays.</p>
<b>Similarities and Differences</b>				
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify some things that are the same and different between the three school buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society e.g. how poor people and rich people lived , how women were treated differently to men</li> </ul>		
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>Realise that there may be more than one way of looking at a significant historical person</li> </ul>	<ul style="list-style-type: none"> <li>Understand that grandparents' or older people's recollections of their school days might vary</li> </ul>	<ul style="list-style-type: none"> <li>Spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Mary Anning's house looked like – 'it's different from the one on the video,'.</li> <li>Realise that there may be more than one way of looking at a significant historical person, e.g Mary Anning was not recognised as a scientist because she was a woman.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understands that grandparents' recollections of their childhood seaside holidays might vary</li> </ul>
<b>Change and Continuity</b>				
<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times e.g. Georgian homes and homes</li> </ul>		<ul style="list-style-type: none"> <li>Identify similarities / differences between seaside holidays at different times</li> </ul>

		today, how women scientists were treated		
<b>Historical Significance</b>				
•	•	• Talk about who was important e.g. discuss the legacy of Mary Anning's work		•
<b>Handling Evidence and Historical Enquiry</b>				
<ul style="list-style-type: none"> <li>Realise that we can find out about a person's life by using a range of sources, such as letters and photographs as well as books.</li> <li>Ask simple, but relevant, questions of the teacher in the role of a historical figure</li> </ul>	<ul style="list-style-type: none"> <li>Identify within the grounds the site of the three school buildings using aerial pictures/ old maps.</li> <li>Make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious school items connected with the past would have been used.</li> <li>Consult and use information from two simple sources to find information e.g. how can we find out what the school was like in the past – look at old photographs, talk to someone who went to the school in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Realise that we can find out about a person's life by using a range of sources, such as letters and photographs as well as books.</li> <li>Ask simple, but relevant, questions of the teacher in the role of, for example, Mary Anning</li> </ul>		<ul style="list-style-type: none"> <li>Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how items connected with the past would have been used, possibly through simple role play.</li> <li>Can consult and use information from two simple sources to find information, eg: 'how can we tell this object is old? Because it looks like the one in the book'</li> </ul>
<b>Organisation and Presentation</b>				
n/a		<ul style="list-style-type: none"> <li>Write simple sentences describing an event, e.g. Mary Anning discovering the ichthyosaurus</li> </ul>		<ul style="list-style-type: none"> <li>Can write simple sentences containing period-specific detail e.g. about a day at the seaside 100 years ago.</li> <li>Label and annotate a photo or picture of the past e.g. a Victorian seaside picture, showing awareness of significant features not seen</li> </ul>

				<p>today, e.g. dark heavy clothing, bathing machines.</p> <ul style="list-style-type: none"> <li>• Make increasing use of period specific vocabulary, e.g. bathing machine, pier.</li> </ul>
 <p><b>Vocabulary</b></p>				
<p><u>Tier 2 :</u> history, life, remembered, achievement, nurse, nursing, war, change</p> <p><u>Tier 3 :</u> Crimea, British -Jamaican</p>	<p><u>Tier 2:</u> now, then, the past, present, differences, sources, building , compare, evidence, travel, place, past, present, then, now, transport</p> <p><u>Tier 3:</u> artefact, Victorian, 1970's, Tram, steam train, omnibus, Hackney Carriage, timeline</p>	<p><u>Tier 2:</u> famous, events, sources, poor, before, a long time ago, past, achievements, recognition, famous, scientist, impact, discovered, Earth, excavate, same, compare, difference, different, life, furniture, decoration</p> <p><u>Tier 3:</u> Georgian, fossils, ichthyosaurus, Lyme Regis, fossils, ichthyosaurus, palaeontologist, Fossil, Jurassic period, palaeontologist, ichthyosaurus, geologist</p>	n/a	<p><u>Tier 2:</u> features, past, present, same, different, modest, advert, railways, reason, flocked, past, evidence, Activities, entertainment, Travel, divided, past, graph, time period, activities, entertainment</p> <p><u>Tier 3:</u> Pier, bathing machine, Punch and Judy, sea bathing, Victorian, Edwardian, 21<sup>st</sup> Century</p>

## Unit Substantive and Disciplinary Knowledge Progression Map: History

Year 2			
<b>Year 2 End of Year Expectations</b>			
<ul style="list-style-type: none"> <li>• Can they explain how the local area was different in the past and how it has changed (changes to London following the Great Fire of London)?</li> <li>• Can they explain the significance and impact of an event beyond living memory (Great Fire of London)?</li> <li>• Can they identify key events and place them in chronological order (Great Fire of London, events in the reign of Elizabeth I)</li> <li>• Can they place people and events on a timeline?</li> <li>• Can they identify features of life in different periods and make comparisons between different periods (life in a medieval castle)?</li> <li>• Can they identify key information about significant individuals from the past, explain their achievements and make comparisons between their lives (Emily Davison, Rosa Parks, Malala/ Elizabeth I and Elizabeth II, Sir Francis Drake)?</li> <li>• Can they identify some ways that people from the past have impacted upon our lives (Rosa Parks, Emily Davison, Sir Francis Drake)?</li> <li>• Can they identify and talk about some significant historical people, places and events in the local area (Great Fire of London, Charterhouse, Elizabeth I)?</li> <li>• Can they use an increasing number of historical terms when talking about the past?</li> <li>• Can they use a range of sources to find out about the past and compare the reliability of these sources of evidence (sources of evidence relating to the Great Fire of London, sources of evidence about the Suffragette movement)?</li> </ul>			
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>• Explain and summarise significant events of people and the past?</li> <li>• Present a viewpoint and give reasons why an event occurred?</li> </ul>			
<b>Key Concepts</b>			
			
<b>People and Places</b>	<b>Power</b>	<b>Exploration, Knowledge and Discovery</b>	<b>Settlement</b>
<b>Second Order Concepts</b>			
			
<b>Chronology</b>			
<ul style="list-style-type: none"> <li>• Sequence parts of more complex story where action takes place over a long period of time, eg: Rosa Parks' life, reign of Elizabeth I</li> <li>• Realise that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</li> <li>• Use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</li> <li>• Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Elizabethan times.</li> <li>• The more able can describe relative lengths of time</li> </ul>			





### Similarity and Difference

- Make simple observations about different types of people, events, beliefs within a society
- See that not everyone in the past had the same experience, eg: different jobs in a castle, experience of black people in America



### Characteristic Features

- Compare then and now with another then and then today so that they see the similarities and differences.



### Cause and Consequence

- Offer reasons why simple changes occur, eg: why more people have the right to vote now
- Give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly. The more-able pupils will look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire. The number of reasons given is less important than pupils explaining rather than simply listing. Children may know more reasons than they give in their explanations, preferring to concentrate on what they believe to be important.
- Give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.
- Explain simple consequences of an event or action e.g. can give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Rosa Park's actions (e.g. she improved the lives and rights of Black people in America.)
- More-able pupils should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Rosa Parks or Sir Francis Drake'.



### Historical Interpretation

- Realise that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.
- See that not all written accounts in books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly, views on Drake as a pirate or privateer
- Understand that people can disagree about what happened in the past without one of them being wrong

- Understand that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. life on board a pirate ship, life in a medieval castle



### Change and Continuity

- Identify similarities / differences between ways of life at different times



### Historical Significance

- Talk about who or what was important eg in a simple historical account



### Handling Evidence and Historical Enquiry


- Able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly
- Spot the differences between sources and come to a conclusion as to the most common view.
- Able pupils make deductions from photographs and pictures , going beyond the literal and what can be seen
- Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.



### Organisation and Presentation

- Orally retell the main episodes of famous past events e.g. the Fire of London in the correct sequence and write captions to accompany sequenced pictures
- Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl
- Explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas
- More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.
- Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.
- Include more detail in their answers. They use more precise terms.

## Unit Progression Map

Inspiring People	Time Detectives: Great Fire of London	Kings, Queens and Castles	The Great British Bake off	Land Ahoy
 <b>National Curriculum Objectives</b>				
<ul style="list-style-type: none"> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Changes within living memory</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements (compare different periods)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• To find out about the lives of significant individuals in the past who have contributed to national and international achievements (compare different periods)</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• To find out about the lives of significant individuals in the past who have contributed to national and international achievements (compare different periods)</li> </ul>

	<p>commemorated through festivals or anniversaries</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>			
<b>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>• Know about the life and achievements of Emily Davison.</li> <li>• Explain what the Suffragettes movement was, what it achieved and how it achieved its aims.</li> <li>• Know about the life and achievements of Rosa Parks.</li> <li>• Know about Rosa Parks' role in the Civil Rights Movement in America</li> <li>• Understand how people were treated differently because of their sex and race in the past in the UK and America.</li> <li>• Compare lives in different periods.</li> <li>• Understand there are people still changing the world and fighting against discrimination today and in the recent past.</li> <li>• Know about the life and achievements of Malala Yousufzai</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the events of the Great Fire of London</li> <li>• Explain how and why the fire spread</li> <li>• Identify some sources of evidence of the Great Fire of London</li> <li>• Understand how London was rebuilt after the Great Fire</li> <li>• Know who Christopher Wren was and explain his legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Know about some of the Kings and Queens of England focusing on Elizabeth I and comparing her to Elizabeth II</li> <li>• How Elizabeth I used portraits</li> <li>• Understand some characteristics of life in different time periods e.g. in medieval times, Tudor times</li> <li>• Understand what life was like living in a castle</li> <li>• Know how castles were built and the features of castles e.g. defences</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Learn about the life and achievements of Sir Francis Drake and sources of evidence which tell us about him</li> <li>• Know about famous pirates Blackbeard and Ann Bonny</li> <li>• Describe the features of an Elizabethan ship and some of the tools used to navigate it.</li> <li>• About what life was like on board an Elizabethan ship and the different jobs people did on board.</li> </ul>
<b>Chronology</b>				

<ul style="list-style-type: none"> <li>Sequence parts of more complex story where action takes place over a long period of time, eg: Rosa Parks' life</li> <li>Realise that we use dates to describe events in time</li> </ul>	<ul style="list-style-type: none"> <li>Realise that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</li> <li>Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Stuart London</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</li> <li>Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Elizabethan times.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Realise that we use dates to describe events in time</li> <li>Use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</li> <li>Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Elizabethan times.</li> </ul>
<b>Similarity and Difference</b>				
<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> <li>See that not everyone in the past had the same experience, eg: experience of black people in America and women in the past.</li> </ul>	<ul style="list-style-type: none"> <li>See that not everyone in the past had the same experience eg: poor people suffered more than rich people in the aftermath of the Fire</li> </ul>	<ul style="list-style-type: none"> <li>See that not everyone in the past had the same experience, eg: different jobs in a castle</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> <li>See that not everyone in the past had the same experience,</li> </ul>
<b>Characteristic Features</b>				
<ul style="list-style-type: none"> <li>Compare then and now with another then and then today so that they see the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Compare then and now with another then and then today so that they see the similarities and differences e.g. identify the characteristic features of London's built environment then and now.</li> </ul>	<ul style="list-style-type: none"> <li>Compare then and now with another then and then today so that they see the similarities and differences</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Compare then and now with another then and then today so that they see the similarities and differences e.g. learn about the features of the Golden Hinde and how ships were different then than today</li> </ul>
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>Offer reasons why simple changes occur, eg: why more</li> </ul>	<ul style="list-style-type: none"> <li>Give clear explanation of an important event, offering two</li> </ul>	<ul style="list-style-type: none"> <li>Give a few consequences of events/people's actions, e.g.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Give a few reasons for more complex human actions, e.g.</li> </ul>

<p>people have the right to vote now</p> <ul style="list-style-type: none"> <li>• Give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent e.g. Campaigning for women's rights, Rosa Parks' refusing to move on the bus</li> <li>• Explain simple consequences of an event or action e.g. can give two main effects of Rosa Parks' or Emily Davison's actions (e.g. Rosa Parks improved the lives and rights of Black people in America.)</li> <li>• More-able pupils should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of why we remember Rosa Parks</li> </ul>	<p>or three reasons why an event took place, eg: why the Great Fire spread so quickly. The more-able pupils will look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire.</p> <ul style="list-style-type: none"> <li>• Explain simple consequences of an event or action e.g. can give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter')</li> <li>• More-able pupils should be able to give a few consequences of events/people's actions, e.g. the development of the fire brigade, eradication of the plague</li> </ul>	<p>giving a convincing explanation of 'why we remember Elizabeth I'.</p>		<p>why someone might want to do something unusual or for the first time or where there is no modern equivalent.</p> <ul style="list-style-type: none"> <li>• Explain simple consequences of an event or action</li> <li>• More-able pupils should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Sir Francis Drake'.</li> </ul>
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>• Realise that not all sources of information answer the same questions, e.g. comparing a news paper report with a campaign leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</li> <li>• See that not all written accounts in books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g life in a medieval castle</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Realise that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</li> <li>• See that not all written accounts in books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly, views</li> </ul>

				<p>on Drake as a pirate or privateer</p> <ul style="list-style-type: none"> <li>• Understand that people can disagree about what happened in the past without one of them being wrong</li> <li>• Understand that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. life on board a pirate ship</li> </ul>
<b>Change and Continuity</b>				
<ul style="list-style-type: none"> <li>• Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities / differences between ways of life at different times</li> </ul>		<ul style="list-style-type: none"> <li>• Identify similarities / differences between ways of life at different times</li> </ul>
<b>Historical Significance</b>				
<ul style="list-style-type: none"> <li>• Talk about who or what was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about who or what was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about who or what was important eg in a simple historical account</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Talk about who or what was important</li> </ul>
<b>Historical Enquiry</b>				
<ul style="list-style-type: none"> <li>• Gather ideas from a few simple sources when building up their understanding,</li> <li>• Spot the differences between sources and come to a conclusion as to the most common view.</li> <li>• Able pupils make deductions from photographs , going beyond the literal and what can be seen</li> </ul>	<ul style="list-style-type: none"> <li>• Able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly</li> <li>• Spot the differences between sources and come to a conclusion as to the most common view.</li> <li>• Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys’.</li> </ul>	<ul style="list-style-type: none"> <li>• Able pupils make deductions from photographs and pictures , going beyond the literal and what can be seen e.g examining how Elizabeth I is portrayed in a portrait</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Able to gather ideas from a few simple sources when building up their understanding e.g. looking at sources of information about pirates</li> <li>• Spot the differences between sources and come to a conclusion as to the most common view.</li> <li>• Able pupils make deductions from photographs and pictures , going beyond the literal and what can be seen</li> </ul>
<b>Organisation and Presentation</b>				

<ul style="list-style-type: none"> <li>Retell a complicated story in a simple, structured way, using temporal markers e.g, when she was a young girl</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell the main episodes of famous past events e.g. the Fire of London in the correct sequence and write captions to accompany sequenced pictures</li> <li>Explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas</li> <li>More use of time conventions when writing in history, 'in 1666',</li> <li>Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.</li> </ul>	<ul style="list-style-type: none"> <li>More use of time conventions when writing in history, e.g. 'hundreds of years ago',</li> <li>Make increasing use of subject-specific precise vocabulary, e.g. Motte and Bailey Castle</li> </ul>	<p>n/a</p>	<ul style="list-style-type: none"> <li>More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in Elizabethan times'</li> <li>Make increasing use of subject-specific precise vocabulary, e.g. parts of a boat, navigation equipment</li> <li>Include more detail in their answers. They use more precise terms.</li> </ul>
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**Vocabulary**

<p><u>Tier 2:</u> vote, election, discrimination, sources, evidence, achieve, achievement, impact, law, vote, justified, protest, movement, America, timeline, race, abolish, strike, imprisoned, vote, positive, negative, background, childhood, experience, fought, compare, same, similar, different, cause, significance, changes, inspiring, education, campaign, university</p> <p><u>Tier 3:</u></p>	<p><u>Tier 2:</u> Extinguished, embers, scarce, reliable (source), compare, diary, weather, reason, compare, similarity, difference, sources long term factor, short term factor, disadvantage, blame, action, gap, rebuild, change, design, cause, brick, wide, space, stone, plan, positive, negative, outcome, designed, re -built</p> <p><u>Tier 3:</u> Leather bucket, fire hook, thatched roof, timber framed</p>	<p><u>Tier 2:</u> castle, defences, tower, Knight, armour, banquet, Defence, attack, coronation, monarch, reign, heir, achievement, portrait, important, symbolism, portray</p> <p><u>Tier 3:</u> drawer bridge, moat, portcullis, tower, battlements, gatehouse, keep, Medieval, joust, drawer</p>	<p>n/a</p>	<p><u>Tier 2:</u> portrait, sources, explorer, wealthy, Pirate, explorer, actions, évidence, source, legacy, voyage, on board, plunder, navigate, steal, loot, Notorious, famous, female</p> <p><u>Tier 3 :</u> Privateer, Elizabethan, circumnavigation, Spanish Armada, coat of arms, knighted, seafarer, translator, negotiator, Elizabethan, Tudor, slave trade, cutlass,</p>
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<p>Sufragette, suffrage, civil rights, segregation, boycott, Nobel Peace Prize, education activist, Pakistan</p>	<p>house, Stuart, eye witness account, fire brigade, fire breaks, water squirts, Sir Christopher Wren, Fire Brigade, The Monument, St Pauls Cathedral</p>	<p>bridge, moat, portcullis, battlements, stone, catapult, archer, motte and bailey</p>		<p>plunder, expedition, rigging, crows nest, deck, canon, anchor, mast, Jolly Roger, pistol, cutlass, tankard, cannon ball, scrimshaw, gunpowder, broadsheet, sea chest, captain, quarter master, sailing master, boatswain, mate, cabin boy, master gunner, carpenter, cook</p>
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## Unit Substantive and Disciplinary Knowledge Progression Map: History

### Key Stage 2

#### End of Key Stage 1 Expectations

#### National Curriculum Key stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### Pupils should be taught about:

- 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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.

### Year 3

#### Year 3 End of Year Expectations

- Can they pose and respond to questions about a person or event from the past using different sources (Nelson Mandela and Apartheid)?
- Can they begin to use more than one source of information to bring together a conclusion about an historical event (Apartheid)?
- Can they describe events and periods from history using appropriate subject vocabulary?
- Can they describe the changes in Britain from the Stone Age to the Iron Age?
- Can they explain the key role the River Thames played in the establishment of London as a major settlement?
- Can they explain how London grew as a port and the importance of the River Thames as trade route?

#### Greater Depth

- Can they reflect and explain how events from the past have shaped their lives today?
- Can they form reasoned arguments for why events from the past are interpreted in different ways?

### Key Concepts



People and Places



Power



Trade



Settlement

### Second Order Concepts



Chronology

- Confidently spot major anachronisms from most periods studied when compared with today;
- Sequence events in simple narrative e.g. Nelson Mandela's life, Phileas Fogg's journey



Similarity and Differences

- Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- Identify similarities and differences between and within periods of time e.g. between the different periods of the Stone Age, between the Iron Age, Bronze Age and Stone Age



Characteristic Features

- Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in The Iron Age. They are secure in understanding the main differences between today and the period being studied.



Cause and Consequence

- Analyse actions of people in historical settings; focusing only on what one person wanted e.g. why Nelson Mandela wanted to end apartheid
- See that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people e.g. Apartheid, the development of the East India Docks on the River Thames
- Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.



### Historical Interpretation

- Identify differences between versions of the same event e.g. the video gives a different view to what we have just read
- Give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation, people may not want it recorded, bias



### Change and Continuity

- See simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age
- Progress to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age



### Historical Significance

- Identify historically significant people and events in situations




### Handling Evidence and Historical Enquiry

- Extract simple information from text/pictures/objects showing basic comprehension
- Make simple deductions about what text means based on what is included




### Organisation and Presentation

- Show understanding through oral answers and simple recording devices such as speech bubbles, annotations;
- Answers contain some simple period-specific references;
- Write in simple and accurate, sequenced, sentences when narrating what happened in the past;

Unit Progression Map				
Nelson Mandela and Apartheid	Go with the Flow: Waterways of London	Active Planet	80 Days Around the World	Stone Age to Iron Age
 <b>National Curriculum Objectives</b>				
<ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Learn about an aspect of local history</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Learn about changes in Britain from the Stone Age to the Iron Age</li> </ul>
<b>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>Learn about the historical impact of Apartheid in South Africa</li> <li>Learn about the life and work of Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>Understand the historical importance of the River Thames on life in London</li> <li>Identify the role the River Thames has played in the development of trade</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the events of the eruption of Mount Vesuvius and the destruction of Pompei.</li> <li>Understand how different sources of evidence can give</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Learn about the life of a Hunter Gatherer in Stone Age Britain</li> <li>Identify the impact and changes due to the introduction of farming in the Stone Age.</li> </ul>

	<ul style="list-style-type: none"> <li>Learn about the history of the City Road Basin</li> </ul>	us information about events and people's lives in the past.		<ul style="list-style-type: none"> <li>Know about Stone Henge and why it was built.</li> <li>Understand how life changed during the Iron Age and the evidence for this.</li> </ul>
<b>Chronology</b>				
<ul style="list-style-type: none"> <li>Sequence events in simple narrative e.g. Nelson Mandela's life</li> </ul>	n/a	n/a	n/a	<ul style="list-style-type: none"> <li>Confidently spot major anachronisms from most periods studied when compared with today;</li> </ul>
<b>Similarity and Differences</b>				
<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>		n/a	n/a	<ul style="list-style-type: none"> <li>Identify similarities and differences between and within periods of time e.g. between the different periods of the Stone Age, between the Iron Age, Bronze Age and Stone Age</li> </ul>
<b>Characteristic Features</b>				
<ul style="list-style-type: none"> <li>Understand some of the key characteristics of the period being studied and can spot anachronisms. They are secure in understanding the main differences between today and the period being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Be secure in understanding the main differences between today and the period being studied.</li> </ul>	n/a	n/a	<ul style="list-style-type: none"> <li>Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in The Iron Age. They are secure in understanding the main differences between today and the period being studied.</li> </ul>
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>Analyse actions of people in historical settings; focusing only on what one person wanted e.g. why Nelson Mandela wanted to end apartheid</li> </ul>	<ul style="list-style-type: none"> <li>See that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people e.g. the development</li> </ul>	<ul style="list-style-type: none"> <li>Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>See that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people</li> </ul>

<ul style="list-style-type: none"> <li>See that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people e.g. Apartheid</li> </ul>	<ul style="list-style-type: none"> <li>of the East India Docks on the River Thames</li> <li>Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.</li> </ul>			<ul style="list-style-type: none"> <li>Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.</li> </ul>
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>Identify differences between versions of the same event e.g. the video gives a different view to what we have just read</li> <li>Give a simple reason why we might have more than one version: e.g. people may not want it recorded, bias</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Give a simple reason why we might have more than one version: e.g. No-one there recording the event</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Give a simple reason why we might have more than one version: e.g. No-one there recording the event</li> </ul>
<b>Change and Continuity</b>				
<ul style="list-style-type: none"> <li>Recognise changes over shorter period e.g. during Mandela's lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes over shorter period e.g. the changes to the River Thames and London during the Victorian era</li> </ul>	n/a	n/a	<ul style="list-style-type: none"> <li>See simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</li> <li>Progress to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age</li> </ul>
<b>Historical Significance</b>				
<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Identify the historical significance of the River Thames in the growth of London</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations e.g. the move to farming</li> </ul>
<b>Historical Enquiry</b>				

<ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects showing basic comprehension</li> <li>Make simple deductions about what text means based on what is included</li> </ul>	<ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects showing basic comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects showing basic comprehension</li> <li>Make simple deductions about what text means based on what is included</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects showing basic comprehension</li> </ul>
<b>Organisation and Presentation</b>				
<ul style="list-style-type: none"> <li>Write in simple and accurate, sequenced, sentences when narrating what happened in the past;</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</li> <li>Answers contain some simple period-specific references;</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</li> <li>Write in simple and accurate, sequenced, sentences when narrating what happened in the past;</li> </ul>		<ul style="list-style-type: none"> <li>Show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</li> <li>Answers contain some simple period-specific references;</li> <li>Write in simple and accurate, sequenced, sentences when narrating what happened in the past;</li> </ul>
 <b>Vocabulary</b>				
<p><u>Tier 2:</u> race, divided, protest, segregation, struggle, campaign, promote, awareness, Imprisoned, president, election, constitution, sabotage, boycott, source, perspective. campaign materials, report</p> <p><u>Tier 3:</u> Apartheid, African National Congress, Homelands, Townships, Boers, Afrikaners, Rainbow Nation, civil disobedience,</p>	<p><u>Tier 2:</u> transport, interdependent, compare, industry, archaeology, artefact, settlement, sources, docks, construction, trade, interdependent</p> <p><u>Tier 3:</u> Trade route, docks, warehouse, Victorian, Pool of London</p>	<p><u>Tier 2:</u> Destruction, eruption, evidence, excavation, remains, , preserved</p> <p><u>Tier 3:</u> ancient civilization, ampitheater, forum</p>	n/a	<p><u>Tier 2:</u> Period, tools, weapons, evolution, ceremonial, farming, preserved, community, deduction, building, village, evidence, view point, construction, monument, settlement, tribe, fortified, defensive, circular</p> <p><u>Tier 3:</u> AD,BC, chronology, chronological, hunter gatherer, nomadic, Stone Age, Neolithic, Paleolithic Period, Mesolithic Period, Neolithic Period, Agriculture, hunter gatherer, ancient site, Stone</p>



				Henge, roundhouse, smelting, , Iron Age, Bronze Age, hillfort, high ground, water source,
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## Unit Substantive and Disciplinary Knowledge Progression Map: History

### Year 4

#### Year 4 End of Year Expectations

- Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form?
- Can they give reasons to support different points of view of a historical event and make comparisons between them (Windrush migration)?
- Can they explain how events from the past have helped shape our lives including a range of evidence from different sources (Migration to the UK, legacy of Ancient Greece)?
- Can they give an overview of the history of migration to the UK, identifying causes and consequences of migration and its impact on the settlement of London?
- Can they analyse and weigh up evidence of a Black British population in Roman times?
- Can they explain in detail the causes and consequences of migration from the Caribbean countries to the UK?
- Can they explain the development of the Ancient Greek civilisation, what life was like in Ancient Greece and their achievements and influence on the western world?
- Can they give an overview of where and when the first civilizations appeared?
- Can they explain the development of the Ancient Egyptian civilisation and describe key features of life in Ancient Egypt including religious beliefs?
- Can they explain the key role of the River Nile in the growth of Ancient Egyptian civilisation?

#### Greater Depth

- Can they give reasons for trends and changes by analysing a range of evidence/sources?
- Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?

#### Key Concepts



People and Places



Power



Trade



Settlement



Migration



Civilisation



Exploration, Knowledge and Discovery

#### Second Order Concepts



Chronology

- Use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification;
- Talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;
- Talk about the past in terms of periods e.g. Egyptian, Ancient Greece
- Realise that Ancient means thousands of years ago;



### Similarity and Differences

- Describe social, cultural, religious and ethnic diversity in Britain & the wider world



### Characteristic Features

- Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.
- Know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Ancient Greece or Athens and Sparta and do not describe Greek home life as if it was the same for everyone. They know that there are different levels in society.



### Cause and Consequence

- Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.
- Realise that events usually happen for a combination of reasons.



### Historical Interpretation

- See that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past
- Realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Rosetta Stone
- Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation or immigration was written with a different purpose and audience in mind.



### Change and Continuity

- Understand that civilisations rise and fall.
- Describe / make links between main events, situations and changes within and across different periods/societies



**Historical Significance**

- Identify historically significant people and events in situations



**Handling Evidence and Historical Enquiry**

- Start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article
- Start cross-referencing information to see if other sources agree, rather than taking everything on face value.
- See that some sources are more useful than others and can explain why.



**Organisation and Presentation**

- Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;
- Begin to sustain an answer, providing some supporting evidence;
- Use appropriate ways of communicating their understanding e.g. using technology to present ideas


**Unit Progression Map**

Windrush	People of London	Ancient Egypt	The Water Cycle	Ancient Greece
<p><b>National Curriculum Objectives</b></p>				
<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</li> </ul>

<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect of local history</li> </ul>	<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect of local history</li> <li>• Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – migration to the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>		<ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>
<b>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>• Understand the history of people of African and Caribbean descent in the UK</li> <li>• Know how and why people from the Caribbean served in the Armed Forces during WWII</li> <li>• Know how and why people from the Caribbean emigrated to Britain after WWII and their experiences of life in Britain</li> <li>• Identify the contributions that the Windrush generation and their descendants have made to British Life.</li> </ul>	<ul style="list-style-type: none"> <li>• Give an overview of the history of migration to the UK</li> <li>• Explain the historical importance of migration and its impact on London including significant historical events/ periods – Windrush migration, WWII.</li> <li>• Understand some of the historical reasons for the migration of people to the UK</li> <li>• Understand the history of Refugee communities in London</li> <li>• About the history of migration of one community – Bangladeshi community</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where to place Ancient Egypt on a time line in relation to other ancient civilizations</li> <li>• Explain the evidence that informs us about Ancient Egyptian civilisation</li> <li>• Know about the discovery of Tutankhamun's Tomb by Howard Carter and Lord Carnarvon</li> <li>• Understand how the rulers of Ancient Egypt were divided into dynasties and about the power of the Pharos.</li> <li>• Know about the gods and goddesses that were</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Where to place Ancient Greece on a time line in relation to other ancient civilizations and the different historic periods of Ancient Greece</li> <li>• About the political structure of society in Ancient Greece including city states, the role of slaves, women's roles and the birth of democracy</li> <li>• About the evidence that informs us about Ancient Greek civilisation</li> <li>• What happened at the Battle of Marathon and its significance.</li> </ul>

	<ul style="list-style-type: none"> <li>Know about some key historical figures who evidence historical migration to the UK.</li> </ul>	<p>worshiped by the Ancient Egyptians</p> <ul style="list-style-type: none"> <li>Know about everyday life in Ancient Egypt including their homes, food, jobs, clothes and leisure time</li> </ul>		<ul style="list-style-type: none"> <li>The beliefs of the Ancient Greeks</li> <li>Culture in Ancient Greece</li> <li>The legacy of Ancient Greece on our own lives today</li> </ul>
<b>Chronology</b>				
<ul style="list-style-type: none"> <li>Talk about three periods of time e.g. when discussing different periods of immigration to the UK</li> </ul>	<ul style="list-style-type: none"> <li>Talk about periods of time e.g. when discussing different periods of immigration to the UK</li> </ul>	<ul style="list-style-type: none"> <li>Use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification;</li> <li>Talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</li> <li>Talk about the past in terms of periods e.g. Ancient Egypt</li> <li>Realise that Ancient means thousands of years ago;</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Talk about the past in terms of periods e.g. Ancient Greece</li> <li>Realise that Ancient means thousands of years ago;</li> </ul>
<b>Similarities and Difference</b>				
<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in the wider world</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>
<b>Characteristic Features</b>				
<ul style="list-style-type: none"> <li>Know that not everyone in the past lived in the same way e.g. know that black people were treated less well than white people</li> </ul>	<ul style="list-style-type: none"> <li>Know that not everyone in the past lived in the same way e.g. know that black people were treated less well than white people</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Show an understanding of the main ideas associated with that society.</li> <li>Know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Ancient Greece or</li> </ul>

				Athens and Sparta and do not describe Greek home life as if it was the same for everyone. They know that there are different levels in society.
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>• Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.</li> <li>• Realise that events usually happen for a combination of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.</li> <li>• Realise that events usually happen for a combination of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.</li> <li>• Realise that events usually happen for a combination of reasons.</li> </ul>
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>• Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about immigration or a song about London was written with a different purpose and audience in mind.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about immigration or a song about London was written with a different purpose and audience in mind</li> </ul>	<ul style="list-style-type: none"> <li>• See that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</li> <li>• Realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Rosetta Stone</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• See that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</li> </ul>
<b>Change and Continuity</b>				
<ul style="list-style-type: none"> <li>• Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>• Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that civilisations rise and fall.</li> <li>• Describe / make links between main events, situations and</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Understand that civilisations rise and fall.</li> <li>• Describe / make links between main events, situations and</li> </ul>

		changes within and across different periods/societies		changes within and across different periods/societies
<b>Historical Significance</b>				
<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>
<b>Historical Enquiry</b>				
<ul style="list-style-type: none"> <li>Start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article</li> <li>Start cross-referencing information to see if other sources agree, rather than taking everything on face value.</li> <li>See that some sources are more useful than others and can explain why</li> </ul>	<ul style="list-style-type: none"> <li>Start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article</li> <li>Start cross-referencing information to see if other sources agree, rather than taking everything on face value.</li> <li>See that some sources are more useful than others and can explain why</li> </ul>	<ul style="list-style-type: none"> <li>Start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article</li> <li>Start cross-referencing information to see if other sources agree, rather than taking everything on face value.</li> <li>See that some sources are more useful than others and can explain why</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Start cross-referencing information to see if other sources agree, rather than taking everything on face value.</li> <li>See that some sources are more useful than others and can explain why.</li> </ul>
<b>Organisation and Presentation</b>				
<ul style="list-style-type: none"> <li>Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</li> </ul>	<ul style="list-style-type: none"> <li>Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</li> </ul>	<ul style="list-style-type: none"> <li>Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</li> <li>Begin to sustain an answer, providing some supporting evidence;</li> <li>Use appropriate ways of communicating their understanding e.g. using technology to present ideas</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</li> <li>Begin to sustain an answer, providing some supporting evidence;</li> </ul>
				
<b>Vocabulary</b>				



<p><u>Tier 2 :</u> Descent , origin, colonialism , slave, servant, population , diversity, island, Empire , West Indian, British Empire, propaganda , volunteers, racism, Immigration, migration, emigration, pioneers, prejudice, , disembark, passenger, board, occupation, racism , injustice , inequality, legislation, discrimination, citizenship, awards , recognition, legacy, commemoration, diversity, heritage, equality, , perspective, heritage, descent, deportation, society, citizenship</p> <p><u>Tier 3 :</u> British Empire, Transatlantic Slave Trade, National Identity, World War 2, Service men and women, armed forces, Mother Land, Colonial troops, Colour prejudice and 'The Colour Bar', The War Office, The war effort, British Nationality , first generation , ethnic minority , Returnee , Tilbury Docks, Race Relations Board, Anti-Racism, equal opportunities, multiculturalism,</p>	<p><u>Tier 2:</u> invader, enslaved, persecution, shortage, flee, diverse, , conflict, positive, negative, evidence, source, motive, experience, settle</p> <p><u>Tier 3:</u> refugee, migrant, asylum, Commonwealth, civil war, Bangladesh, push and pull factors, immigration, twice migrant, economic migrant</p>	<p><u>Tier 2:</u> Ancient, judged, treasure, precious, perspective, worship, fertile, settlement, trade, transport, god, goddess, achievement</p> <p><u>Tier 3:</u> Civilization, pyramid, hieroglyphics, statue, mummy, , soul, tomb, archaeologist, mummification, pharaoh, sarcophagus, canopic jar, papyrus, artefact, afterlife, Nile, Cairo, Luxor, Valley of the Kings, Tutankhamun</p>	<p>n/a</p>	<p><u>Tier 2:</u> Democracy, beginning, advanced, warfare, power, influence, architecture, Gods, goddesses, hierarchy, trade, war, wisdom, Highest, city, military, philosophy, democracy, war, coastal, tyrants, nobles, democracy, citizen, urn, juror, trial, guilt, battle, army, armoured, repelled, victorious, invaders</p> <p><u>Tier 3:</u> archaic, classical and Hellenistic period, Ancient Greece, Athens, Sparta, city state, Hellene, Polytheistic, deities , Olympians, Zeus, sanctuaries, temples, treasuries, underworld, Athens, Athena, Parthenon, Plato, Aristotle, Herakles, Peloponnesian Wars, Pericles, Marathon, King Darius 1, Miltiades, Pheidippides, Persia, Hoplite</p>
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**Unit Substantive and Disciplinary Knowledge Progression Map: History**

**Year 5**

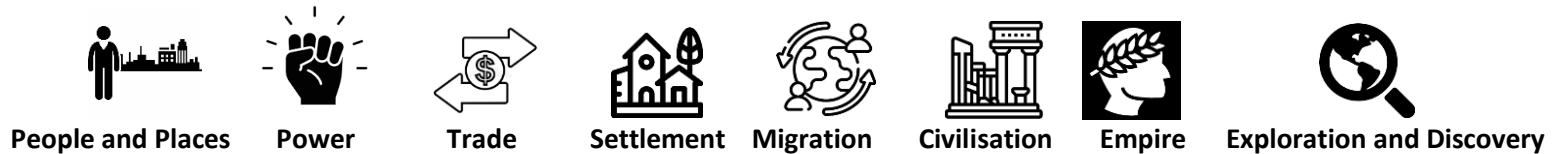
**Year 5 End of Year Expectations**

- Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion?
- Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same (Roman London)?
- Can they explain how historical sources such as artefacts have helped us understand more about people’s lives in the present and past?
- Can they present a balanced view of interpretations of the past, using different points of view (the Vikings, Boudicca)?
- Can they give an overview of the Trans -Atlantic Slave Trade, explain its causes, consequences and impact today?
- Can they explain the growth and decline of the Roman Empire?
- Can they explain the changes that took place in the UK as a result of the Roman invasion and it’s legacy today?
- Can they explain the growth of Londonium as a settlement during Roman occupation?
- Can they explain what led to the invasion and settlement of the UK by the Anglo Saxons, Vikings and Scots?
- Can they explain the changes that took place following settlement by the Anglo-Saxons and Scots?
- Can they identify the causes and consequences of the Viking and Anglo-Saxon struggle for the Kingdom of England?
- Can they

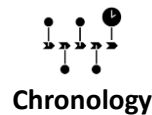
**Greater Depth**

- Can they make connections and comparisons between the past and present through explaining and justifying their reasons?
- Can they adapt their ideas and viewpoints as new historical information arises?

**Key Concepts**



**Second Order Concepts**



- Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;
- Use some key dates as important markers of events e.g Caesar’s landing, Claudius’ invasion, Boudicca’s revolt;



### Similarity and Differences

- Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies



### Characteristic Features

- Understand that people in the past had a range of different ways of looking at their world and can explain ideas e.g. the views of the abolitionists
- Make links between different features of a society to make sense of the world lived in by people in the past e.g. the growth of sugar as a commodity and how this links to the slave trade
- Explain beliefs and attitudes in terms of why people might have had those ideas e.g. different beliefs/ religions during Anglo Saxon times



### Cause and Consequence

- Start to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; e.g. The causes of the Slave Trade
- Explain an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; e.g. the Roman Invasion of Britain
- See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the Fall of the Roman Empire leading to the Anglo Saxons settling in the UK



### Historical Interpretation

- Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.
- Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events. e.g. Boudicca's revolt



### Change and Continuity

- Identify changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles
- See that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled
- Grasp that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings
- Understand some changes are much more significant than others



**Historical Significance**

- Consider/explain the significance of events, people and developments in their context and in the present



**Handling Evidence and Historical Enquiry**


- Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.
- Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders



**Organisation and Presentation**

- Answers are structured and provide supporting evidence for statements made;
- Able to see two sides of a question and can offer arguments on both sides;
- Answers are relevant to the question set;
- Widespread use of period specific detail to make the work more convincing and authentic;

**Unit Progression Map**

The Transatlantic Slave Trade	Londinium – Roman London	Anglo Saxons and Vikings	Where We Live	Weather and Climate – Focus on Antarctica
 <p><b>National Curriculum Objectives</b></p>				
<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity</li> </ul>


<p>and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect of local history</li> <li>• Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Trans- Atlantic Slave Trade</li> </ul>	<p>and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect of local history</li> <li>• Learn about the Roman Empire and its impact on Britain</li> </ul>	<p>and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect of local history</li> <li>• Learn about the Britain's settlement by Anglo-Saxons and Scots</li> <li>• Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p>and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Learn about an aspect of local history</li> </ul>	<p>and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical</li> </ul>
<b>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>• Learn about the history of the Trans- Atlantic Slave Trade and Triangular Trade</li> <li>• Understand the experiences of those enslaved</li> <li>• Understand the role of Britain in the Slave Trade</li> <li>• Understand the role and achievements of Olaudah Equiano and William Wilberforce and other abolitionists</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the Roman invasion of Britain and the Roman Army</li> <li>• Know who Boudicca was and why she is remembered.</li> <li>• Explain the growth of Roman settlement in London</li> <li>• Identify evidence of black Romans in the UK</li> <li>• Understand the features of everyday life in Roman London</li> <li>• Identify key sites in Roman London and explain what they tell us about life in Roman London</li> </ul>	<ul style="list-style-type: none"> <li>• Know what the reasons were for the Anglo Saxons and Scots coming to Britain and how this compares to Roman reasons for invasion.</li> <li>• Identify where the tribes came from, where the Anglo Saxons and Scots settled and how we know this.</li> <li>• Know about Anglo Saxon rule in Britain – the main kingdoms and where they were located , the Kings and beliefs</li> <li>• Know about the Vikings- who they were, why they invaded and how the Saxons were able to see off the threat</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the history of the local area by taking part in a local history walk and/ or a local history project</li> </ul>	<ul style="list-style-type: none"> <li>• The history of polar exploration</li> <li>• About Ernest Shackleton's expedition to the Antarctic.</li> </ul>

	<ul style="list-style-type: none"> <li>Explore entertainment in Roman London including Gladiatorial combat</li> </ul>	<ul style="list-style-type: none"> <li>Explain the achievements of King Alfred and his daughter Aethelflaed</li> </ul>		
<b>Chronology</b>				
<ul style="list-style-type: none"> <li>Use some key dates as important markers of events</li> </ul>	<ul style="list-style-type: none"> <li>Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings</li> <li>Use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt</li> </ul>	<ul style="list-style-type: none"> <li>Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</li> <li>Use some key dates as important markers of events</li> </ul>	<ul style="list-style-type: none"> <li>Use some key dates as important markers of events</li> </ul>	<ul style="list-style-type: none"> <li>Use some key dates as important markers of events</li> </ul>
<b>Similarity and Differences</b>				
<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	n/a	n/a
<b>Characteristic Features</b>				
<ul style="list-style-type: none"> <li>Understand that people in the past had a range of different ways of looking at their world and can explain ideas e.g. the views of the abolitionists</li> <li>Make links between different features of a society to make sense of the world lived in by people in the past e.g. the growth of sugar as a commodity and how this links to the slave trade</li> <li>Explain beliefs and attitudes in terms of why people might have had those ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> <li>Make links between different features of a society to make sense of the world lived in by people in the past</li> <li>Explain beliefs and attitudes in terms of why people might have had those ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> <li>Make links between different features of a society to make sense of the world lived in by people in the past</li> <li>Explain beliefs and attitudes in terms of why people might have had those ideas</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> </ul>
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>Start to genuinely explain rather than list; May dwell on one cause at expense of</li> </ul>	<ul style="list-style-type: none"> <li>Start to genuinely explain rather than list; May dwell on one cause at expense of</li> </ul>	<ul style="list-style-type: none"> <li>Start to genuinely explain rather than list; May dwell on one cause at expense of</li> </ul>	n/a	n/a

<p>others but it is real attempt to explain not just describe; e.g. The causes of the Slave Trade</p> <ul style="list-style-type: none"> <li>• See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the rise in demand for sugar in Europe to the increase in demand for slave labour on plantations</li> </ul>	<p>others but it is real attempt to explain not just describe; e.g. The causes of the Roman Invasion or Boudicca's rebellion and defeat</p> <ul style="list-style-type: none"> <li>• Explain an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; e.g. the Roman Invasion of Britain</li> <li>• See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the Fall of the Roman Empire leading to the Anglo Saxons settling in the UK</li> </ul>	<p>others but it is real attempt to explain not just describe; e.g. the factors influencing the migration and settlement of the Anglo Saxons</p> <ul style="list-style-type: none"> <li>• Explain an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; e.g. the growth of Christianity during Anglo Saxon times</li> <li>• See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the Fall of the Roman Empire leading to the Anglo Saxons settling in the UK</li> </ul>		
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>• Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</li> <li>• Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</li> <li>• Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</li> <li>• Understand that all history is to some extent interpretations and see why some people</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events</li> </ul>



	gloss on events. e.g. Boudicca's revolt	might write different versions of the same event; even when using the same evidence historians can put a different gloss on events. e.g. why Aethelflaed 's achievements were largely forgotten in comparison to Alfred.		
<b>Change and Continuity</b>				
<ul style="list-style-type: none"> <li>Grasp that change can happen quite quickly and can be reversed</li> <li>Understand some changes are much more significant than others</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</li> <li>See that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</li> <li>Understand some changes are much more significant than others</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes based on similarity and difference e.g. between Roman and Saxon homes/lifestyles</li> <li>See that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</li> <li>Grasp that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings</li> <li>Understand some changes are much more significant than others</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes based on similarity and difference</li> </ul>	n/a
<b>Historical Significance</b>				
<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>
<b>Historical Enquiry</b>				
<ul style="list-style-type: none"> <li>Start to think of reasons why a source might be unreliable</li> </ul>	<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We</li> </ul>	<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We</li> </ul>	<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us.</li> </ul>	<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We</li> </ul>

	<p>cannot tell for sure. Most evidence suggests.</p> <ul style="list-style-type: none"> <li>Start to think of reasons why a source might be unreliable e.g. views of Boudicca</li> </ul>	<p>cannot tell for sure. Most evidence suggests.</p> <ul style="list-style-type: none"> <li>Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</li> </ul>		<p>cannot tell for sure. Most evidence suggests.</p>
<b>Organisation and Presentation</b>				
<ul style="list-style-type: none"> <li>Answers are structured and provide supporting evidence for statements made</li> <li>Able to see two sides of a question and can offer arguments on both sides</li> </ul>	<ul style="list-style-type: none"> <li>Answers are structured and provide supporting evidence for statements made;</li> <li>Able to see two sides of a question and can offer arguments on both sides;</li> <li>Answers are relevant to the question set;</li> <li>Widespread use of period specific detail to make the work more convincing and authentic;</li> </ul>	<ul style="list-style-type: none"> <li>Answers are structured and provide supporting evidence for statements made;</li> <li>Able to see two sides of a question and can offer arguments on both sides;</li> <li>Answers are relevant to the question set;</li> </ul>	<ul style="list-style-type: none"> <li>Answers are structured and provide supporting evidence for statements made</li> </ul>	<ul style="list-style-type: none"> <li>Widespread use of period specific detail to make the work more convincing and authentic;</li> </ul>
 <p><b>Vocabulary</b></p>				
<p><u>Tier 2 :</u> Slave trade, civilisations, profit, conditions, inhumane, trade, cargo, plantation, route, sugar cane, commodity, auction, cargo, implications, profit, Sources, records, artefacts, testimonial, reliability, crew, court, illegal, rebellion, freedom, illegal, persuade, abuse, protest, freedom, activist, petition,</p>	<p><u>Tier 2:</u> conquer, Empire, Emperor, resources, invade, invasion, motivation, invasion, settlement, trade, rebellion, resist, ruler, stationed, military, merchant, trader, administrator, labourer, citizen, industry, trade, goods, location, belief, entertainment, sophisticated , lifestyle,</p>	<p><u>Tier 2:</u> tribe, settlers, invaders, worshipped, kingdoms, unified, raid, trade, hoard, reputation, ruler, battle, founded, defeat, capture, kingdom, invaders, argument, evidence, achievements, comparison</p>	<p><u>Tier 2:</u> evidence, research, landmark, source, community, document</p> <p><u>Tier 3:</u> local history, archive</p>	<p><u>Tier 2:</u> Sources, evidence, evaluate, reliable, rousing</p> <p><u>Tier 3:</u> Expedition, Antarctica, endurance, insubordination, glacier, pack ice, sledge, blizzard, floe, South Pole</p>

<p>campaign, ban, prohibit, compensation, apprentice, testimony, reliability</p> <p><u>Tier 3 :</u> slavery, enslaved, Triangular trade, Middle Passage, cash crop, sugar cane, slave trader, Slave trader, Middle Passage, plantation, abolition, abolitionist, shackles, underground railroad, Parliament</p>	<p>contrast, cosmopolitan, entertainment, hypothesis, legacy, influence</p> <p><u>Tier 3:</u> Legion, cavalry, Celt, tribe, ruler, stationed, Londinium, River Thames, Celtic, villa, amphitheatre, gladiator, Bath house, ampitheatre, gladiator, Basillica and Forum, London Wall, fort, temple, Latin</p>	<p><u>Tier 3:</u> Medieval, Dark Ages, , Angles, Saxons, Jutes, Scots, Picts, Pagan, Christianity, monk, Viking, Saxon, Danelaw, Raiders, traders, settlers, Mercia</p>		
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**Unit Substantive and Disciplinary Knowledge Progression Map: History**

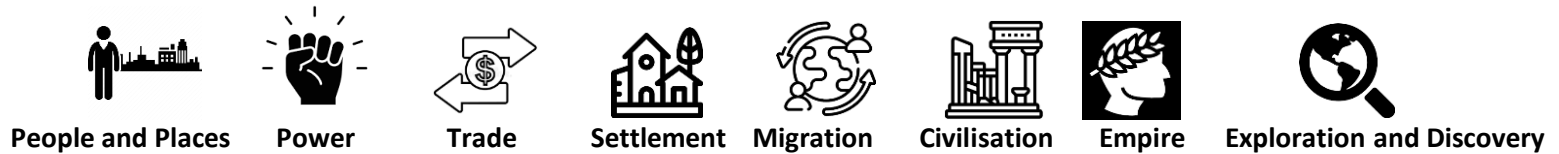
**Year 6**

**Year 6 End of Year Expectations**

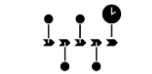
- Can they suggest why there may be different interpretations of events (the British Empire, Civil Rights protests)?
- Can they suggest why certain historical events, people and changes might have impacted more significantly than others (impact of the Industrial Revolution, British Empire, Civil Rights Movement)?
- Can they pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions?
- Can they give an overview of the Civil Rights movement

**Greater Depth**

- Can they create their own hypothesis about the past, formulating their own theories about reasons for change?
- Can they use a range of concepts and ideas to compare and critically analyse events from the past?



**Second Order Concepts**



**Chronology**

- Use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria’s reign
- Appreciate ideas of duration and interval.
- Use dates and specific terms confidently to establish period detail
- Successfully match simple iconic images to each of the periods studied;
- Make links between periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Victorian architecture.



**Similarity and Differences**

- Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies



**Characteristic Features**

- Understand that people's experiences varied depending on status e.g. they understand that children's lives in Victorian society were very different for those from rich and poor families.
- Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.



### Cause and Consequence

- Explain an event with reference to abstract ideas such as long and short-term or events building up e.g. the Civil Rights Movement
- Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; e.g. The Decline of the Mayan Empire
- By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way e.g. the growth of cities and industry in Victorian times and how this linked to the development of the railways.



### Historical Interpretation

- Children grasp that interpretations might differ depending on the aspect that people are looking at e.g. Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.



### Change and Continuity

- Understand some changes are called a revolution because of the scale and widespread nature
- Know some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times
- Understand not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and workers
- See that some changes lead to others e.g. inventions in power affect transport factories etc.
- Understand what is meant by a turning point e.g. key moments in Civil Rights movement



### Historical Significance

- Consider/explain the significance of events, people and developments in their context and in the present



**Handling Evidence and Historical Enquiry**

- Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?
- Offer substantiated reasons why some sources might be treated cautiously



**Organisation and Presentation**

- When appropriate see the need to refer to dates and to see importance of lengths of time e.g. when describing causes;
- Make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;
- Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

**Unit Progression Map**

Civil Rights	Victorian London	Going Global	The USA	AD900
<p><b>National Curriculum Objectives</b></p>				
<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is</li> </ul>	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Ask historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is</li> </ul>


constructed from a range of sources.	constructed from a range of sources. <ul style="list-style-type: none"> <li>Learn about an aspect of local history</li> <li>Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Victorian London</li> </ul>	history of Global Trade to and from the UK		constructed from a range of sources. <ul style="list-style-type: none"> <li>Learn about 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>Substantive Knowledge</b>				
<ul style="list-style-type: none"> <li>Learn about the Civil Rights movement in America</li> <li>Find out about life for African Americans in the USA before, during and after the Civil Rights movement</li> <li>Learn about the Jim Crow Laws and evaluate their significance</li> <li>Understand segregation in schools in the USA and the impact of Brown vs the Board of Education</li> <li>Identify and evaluate the impact of key events in the civil rights movement – Little Rock and Greensboro - and compare them to the civil rights movement in the UK – The Bristol Bus Boycott</li> <li>Identify the key people in the civil rights movement such as Martin Luther King, Katherine Johnson, Rosa Parks and understand their contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the reign of Queen Victoria</li> <li>Understand life in Victorian London : where people lived, what jobs they did, how they entertained themselves, what they wore and ate</li> <li>Learn about childhood in Victorian London</li> <li>Learn about the development in Industry and science in Victorian times</li> <li>Understand the growth of the railways in Victorian times and the impact of this</li> <li>Learn about crime and Punishment in Victorian times</li> <li>Identify how the local area changed during Victorian times</li> </ul>	<ul style="list-style-type: none"> <li>Understand how and why trade changed through time to become global</li> <li>Describe what trade was like during different time periods</li> <li>Learn about a case study of the Tea trade including:- Why the tea trade was so important and the role the Cutty Sark played in it</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Know why the Benin civilisation was of historical significance</li> <li>Describe what life was like in Benin 1000 years ago and explain how we know about this</li> <li>Learn about the Benin Bronzes and the arguments for and against them being returned.</li> </ul>

<ul style="list-style-type: none"> <li>Recognise the legacy of the civil rights movement on life today.</li> </ul>				
<b>Chronology</b>				
<ul style="list-style-type: none"> <li>Use more sophisticated time markers within, as well as between periods</li> <li>Appreciate ideas of duration and interval.</li> <li>Successfully match simple iconic images to each of the periods studied;</li> </ul>	<ul style="list-style-type: none"> <li>Use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign</li> <li>Appreciate ideas of duration and interval.</li> <li>Use dates and specific terms confidently to establish period detail</li> <li>Make links between periods in history, comparing, spotting similarities and differences e.g. influence of Greeks on Victorian architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign</li> <li>Appreciate ideas of duration and interval.</li> <li>Make links between periods in history, comparing, spotting similarities and differences</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Use more sophisticated time markers within, as well as between periods e</li> <li>Use dates and specific terms confidently to establish period detail</li> <li>Make links between periods in history, comparing, spotting similarities and differences</li> </ul>
<b>Similarity and Differences</b>				
<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>
<b>Characteristic Features</b>				
<ul style="list-style-type: none"> <li>Understand that people's experiences varied depending on status</li> <li>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people's experiences varied depending on status e.g. they understand that children's lives in Victorian society were very different for those from rich and poor families.</li> <li>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people's experiences varied depending on status e.g. understand the difference in lifestyle of a sailor with a wealthy trader/merchant</li> <li>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</li> </ul>



<p>were, what position you had in society.</p>	<p>instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p>generalization saying instead, it all depends on who you were, what position you had in society. e.g. the impact of global trade on the experience of enslaved Africans and plantation owners</p>		
<b>Cause and Consequence</b>				
<ul style="list-style-type: none"> <li>• Explain an event with reference to abstract ideas such as long and short-term or events building up e.g. the Civil Rights Movement</li> <li>• By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way e.g the cumulative impact of the key events in the civil rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</li> <li>• By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way e.g. the growth of cities and industry in Victorian times and how this linked to the development of the railways.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</li> <li>• By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</li> <li>• By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way</li> </ul>
<b>Historical Interpretation</b>				
<ul style="list-style-type: none"> <li>• Children grasp that interpretations might differ depending on the aspect that people are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>• Children grasp that interpretations might differ depending on the aspect that people are looking at e.g. Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</li> </ul>	<ul style="list-style-type: none"> <li>• Children grasp that interpretations might differ depending on the aspect that people are looking at</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Children grasp that interpretations might differ depending on the aspect that people are looking at.</li> </ul>
<b>Change and Continuity</b>				

<ul style="list-style-type: none"> <li>• Know some changes are relative slow others happen very rapidly</li> <li>• Understand not all change is welcomed by everyone</li> <li>• See that some changes lead to others</li> <li>• Understand what is meant by a turning point e.g. key moments in Civil Rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some changes are called a revolution because of the scale and widespread nature</li> <li>• Know some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times</li> <li>• Understand not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and workers</li> <li>• See that some changes lead to others e.g. inventions in power affect transport factories etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some changes are relative slow others happen very rapidly e.g. impact of population growth and technological change during the industrial revolution on trade</li> <li>• Understand not all change is welcomed by everyone</li> <li>• See that some changes lead to others</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Know some changes are relative slow others happen very rapidly</li> <li>• Understand not all change is welcomed by everyone</li> <li>• See that some changes lead to others</li> </ul>
<b>Historical Significance</b>				
<ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present e.g. consider the significance in developments in transport and communications on the development of global trade</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>
<b>Historical Enquiry</b>				
<ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...This piece of evidence must be handled carefully. We need to know</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...This piece of evidence must be handled carefully. We need to know</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic e.g. how does visiting the Cutty Sark develop our understanding of the development of the global tea trade further</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...This piece of evidence must be handled carefully. We need to know</li> </ul>

<p>who produced it and why. Who was the audience?</p> <ul style="list-style-type: none"> <li>Offer substantiated reasons why some sources might be treated cautiously</li> </ul>	<p>who produced it and why. Who was the audience?</p> <ul style="list-style-type: none"> <li>Offer substantiated reasons why some sources might be treated cautiously</li> </ul>			<p>who produced it and why. Who was the audience?</p> <ul style="list-style-type: none"> <li>Offer substantiated reasons why some sources might be treated cautiously</li> </ul>
<b>Organisation and Presentation</b>				
<ul style="list-style-type: none"> <li>When appropriate see the need to refer to dates and to see importance of lengths of time e.g. when describing causes;</li> <li>Make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;</li> <li>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate see the need to refer to dates and to see importance of lengths of time e.g. when describing causes;</li> <li>Make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;</li> <li>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate see the need to refer to dates and to see importance of lengths of time e.g. when describing causes;</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;</li> <li>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think</li> </ul>
 <b>Vocabulary</b>				
<p><u>Tier 2 :</u> segregation, discrimination, race, equality, integration, judgement, significant, , boycott, colour bar, employment, declared, significance, leader, speech, spokesperson, activist, pivotal, visible, Legacy, influence, influential, campaign, equality, equity, relevance</p> <p><u>Tier 3 :</u> civil liberties, civil rights, civil rights movement, racism, Jim Crow Laws,</p>	<p><u>Tier 2:</u> reign, monarch, mourning, benefit, disadvantage, privilege, Urban, rural, railways, industry, trade, conditions, impact, development, growth, influence, invention, production, poverty, working conditions, factories, machinery, monotonous, poverty, tradition, crime, punishment, discovery, invention, exploration, expansion, plight, legacy, contribution, consequences</p>	<p><u>Tier 2:</u> scale, local, global, technology, transport, communication, national, regional, trade, barter, exchange, goods, skills, expansion, consequences, interdependence, voyage</p> <p><u>Tier 3:</u> Chronologically, globalisation, civilization, industry, Tea trade, Cutty Sark, clipper, trade route, colonial, British Empire, export, import, cargo</p>	n/a	<p><u>Tier 2:</u> merchant, trade, crops</p> <p><u>Tier 3:</u> Oba, Ogisos, Animism, voodoo, cowrie shell, civil war, colonisation, Empire, Edo, Youruba, Ivory, bronze, palm oil, yams, commodities, European</p>

<p>Supreme Court, ruling, legal case, Little Rock, Civil Rights movement, Governor, National Guard, Supreme Court, Greensboro, North Carolina, racial segregation, Race Relations Act, bus boycott, non-violence, freedom riders, civil disobedience, unconstitutional, ruling, legal case, NAACP, Montgomery, sit in, Space Race, NASA, engineer, computer, mathematician, assassination, timeline, Black Lives Matter</p>	<p><u>Tier 3:</u>  British Empire, Board school, colonialism, colony, urban expansion, push and pull factors, industrialisation, urbanisation, land use, industrial revolution, steam engine, engineer, scientist, inventor, slum, workhouse, child labour, climbing boy, Census, Music Hall, canal, workhouse, court, accused, defendant, trial, justice, law, court case, Architecture, engineering, Colonialism</p>			
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