



Progression in History



History	Nursery		
	Autumn	Spring	Summer
Early Learning Goal	. Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG		
Unit	Autumn 1: Me! Autumn 2: Journeys	Spring 1: Dinosaurs Spring 2: Growing and Changing	Summer 1: Animals and their Babies Summer 2: Heroes and Adventurers
Substantive Concepts	Change Differences Chronology Time	Change Differences Chronology Time	Significant individuals Chronology Similarities and differences
Disciplinary Knowledge	Autumn	Spring	Summer
Family	Describe some members of their family. State the size and age of family members.	Compare and contrast some members of their family. Sequence family members by size and age.	Part whole the entirety of their family. Make generalisation about family members.
Time	List events of real or fictional using words such as 'first, then.	Sequence events of real or fictional using words such as 'first, then.	Relate events of real or fictional using words such as 'first, then.
Changes	Describe a change e.g., that someone is wearing glasses or had a haircut.	Explain a change e.g., that someone is wearing glasses or had a haircut.	Predict a change.
Events, people and places	Describe historical figures they have learned about.	Compare and contrast historical figures they have learned about.	Discuss historical figures they have learned about.
Vocabulary	baby, toddler, young child, older child, teenager, adult, elderly person, past, present, future. Mother, mum, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother (mum), step father (dad), step brother, step sister Past, present, future, technology, wheels, cart, wheelwright, metal, wood, rubber, steam, power, burn, coal, heat, billowing, depart, diesel, electricity	Past, present, future, timeline, a long time ago, Jurassic, Tyrannosaurus Rex, Stegosaurus, Diplodocus, Velociraptor, land, Head, neck, plates, spikes, (thagomizer), herbivore, moss, ferns, conifer, defend, fossils, past, scientists, museum, bones, ammonite, Pterosaur, Pterodactyl, Pteranodon, Quetzalcoatlus, Triassic, carnivores, extinct, Plesiosaur, reptiles, lakes, sea, river, breathe Cow (calf), pig (piglet), bird (chick), dog (puppy), cat (kitten), grow change, baby, toddler, child, teenager, adult, elderly person, size, adult (grown up), job, home, travel, various types of jobs	Astronaut, space, shuttle, space, explore, orbit, parachute, Vostock 6, land, North Pole, South Pole, freezing, snow, ice, Endurance, crew, Weddell Sea, Elephant Island, rescue, brave, determined, mountain, Mount Everest, Himalayas, climber, mountaineer, Sherpa, atlas, challenge, brave, hometown, university, England
Significant Historical Figures		Mary Anning	Valentina Tereshkova Tenzing Norgay Ernest Shackleton Malala Yousafzai Edmund Hillary





Progression in History



	Reception					
	Autumn		Spring		Summer	
Early Learning Goal	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG 					
Unit	Autumn 1: All About Me Autumn 2: Transport		Spring 1: Space Spring 2: Growing and Changing		Summer 1: Kings and Queens Summer 2: Stories from the Past	
Substantive Concepts	Change Chronology Time	Similarities and Differences Significant individuals	Change Chronology Time	Similarities and Differences Significant individuals	Change Chronology Time	Similarities and Differences Significant individuals
Disciplinary Knowledge	Autumn		Spring		Summer	
Family	<p>Describe members of immediate family in more detail.</p> <p>Talk about past and upcoming events with their immediate family.</p> <p>Define family members explaining who they are.</p>		<p>Compare and contrast members of immediate family in more detail.</p> <p>Explain the reasons for past and upcoming events, with their immediate family.</p> <p>Sequence family members explaining who they are.</p>		<p>Discuss members of immediate family in more detail.</p> <p>Evaluate past events, with their immediate family.</p> <p>Create a family tree.</p>	
Time	<p>Use language such as first, next after that, in the end.</p> <p>Describe their daily routines and weekly activities.</p> <p>Describe what might happen on special days and sometimes remember what happened last year on that day.</p>		<p>Sequence events using language such as first, next after that, in the end.</p> <p>Explain effects of their daily routines and weekly activities.</p> <p>Explain the causes for what happens on special days and sometimes remember what happened last year on that day.</p>		<p>Create a short recount using language such as first, next after that, in the end.</p> <p>Make a generalisation about their daily routines and weekly activities.</p> <p>Relate what might happen on special days based on what happened last year on that day and make a generalisation.</p>	
Changes	<p>Describe how something is different or the same.</p> <p>Describe what they can do now and what they couldn't do as a baby.</p>		<p>Make comparisons and contrasts about two things.</p> <p>Compare and contrast what they can do now and what they couldn't do as a baby.</p>		<p>Discuss how something is different or the same.</p> <p>Reflect on what they can do now and what they couldn't do as a baby.</p>	
Event, people and places	<p>Describe characters from stories including figures from the past.</p> <p>List stories and events.</p> <p>Say why they think something is from the past or present.</p>		<p>Compare and contrast characters from stories including figures from the past.</p> <p>Sequence stories and events.</p> <p>Explain why they think something is from the past or present.</p>		<p>Discuss characters from stories including figures from the past.</p> <p>Reflect on stories and events.</p> <p>Formulate a question about something they have seen.</p>	
Vocabulary	<p>baby, toddler, young child, older child, teenager, adult, elderly person, past, present, future, Mother, mum, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother (mum), step father (dad), step brother, step sister.</p> <p>Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future, Steam, coal, power, chimney, funnel, Rocket, speed, railway, North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging, Transport, icebreaker, dog sled, slide, runners, crampons.</p>		<p>Astronomer, telescope, Galileo, Caroline Herschel, comets, stars, planets, Moon landing, astronaut, Apollo 11, crater, surface</p> <p>Change, time, past, present, buildings, roads, developments</p>		<p>King, Commonwealth, cypher, United Kingdom, crown, throne, Union Jack, Royal Standard, flag, Royal family, throne, crown, Buckingham Palace, castle, Royal Standard, Architect, design, Kings Guard, protect, ceremony, uniform, bearskin hat, march, Coronation, orb, sceptre, oath, Westminster Abbey, army, ships, tax, prison, promise, Magna Carta, tyrant, Runnymede, rules, promises, Prime Minister, government, Houses of Parliament, vote, decisions</p> <p>Fairytales, fiction, hero, problem, imagination, past, legend, brave, true, dragon, Ancient, Greek myth, Prometheus, Gods, humans, punish, Earth, Ancient Greece, storyteller, lessons, learn, mistakes, hare, tortoise</p>	
Significant Historical Figures	George Stephenson Ernest Shakleton		Galileo Caroline Herschel Neil Armstrong		King Charles III King John St George Aesop	





Progression in History



History	Year One		
	Autumn	Spring	Summer
Unit			
Substantive Knowledge:			
	<p>There are many different toys to play with today and they look different and are used differently.</p> <p>Know what toys were like for our parents.</p> <p>Know what toys were like for our grandparents.</p> <p>Know that toys have changed over time.</p> <p>Know the achievements of a Margarete Steiff.</p>	<p>Know that places change over time.</p> <p>Know some of the historical changes in the local area - Pendeford.</p> <p>Know what Pendeford was like at two points in time.</p> <p>Know how Pendeford has changed over time.</p> <p>Know why some things have changed or have stayed the same.</p>	<p>Know what life was like in London, during 1666.</p> <p>Know the events of The Great Fire of London.</p> <p>Know how the events of the Great Fire of London were recorded and passed on.</p> <p>Know the reasons why the Great Fire of London spread so quickly.</p> <p>Know firefighting methods used today with those used during the Great Fire of London.</p> <p>Know what happened to London as a result of The Great Fire of London.</p>
Disciplinary Knowledge:			
Chronology	<ul style="list-style-type: none"> List things that have happened in the past, relating to themselves, within living memory and beyond living memory. Describe a number of events that have happened. Know that we use dates to describe events in time, e.g 1666 for the Great Fire of London. 	<ul style="list-style-type: none"> Explain causes for things that have happened in the past, relating to themselves, within living memory and beyond living memory. Sequence events in chronological order. Know that we use dates to explain causes of events in time, e.g 1666 for the Great Fire of London. 	<ul style="list-style-type: none"> Reflect on things that have happened in the past, relating to themselves, within living memory and beyond living memory. Discuss chronologically ordered events. Know that we use dates to reflect on events in time, e.g 1666 for the Great Fire of London.
Constructing the past	<ul style="list-style-type: none"> Define some of the themes that link history together e.g toys. 	<ul style="list-style-type: none"> Classify themes from history that are linked together. e.g toys. 	<ul style="list-style-type: none"> Make generalisations about themes that link history together e.g toys.
Continuity/change and similarity/difference	<ul style="list-style-type: none"> Describe continuity and change across two/three generations. List similarities and differences between events. 	<ul style="list-style-type: none"> Compare and contrast continuity and change across two/three generations. Explain similarities and differences between events. 	<ul style="list-style-type: none"> Evaluate continuity and change across two/three generations. Discuss the similarities and differences between old/ new games/toys.
Cause and consequence	<ul style="list-style-type: none"> List events that have happened. Describe how life changed for people as a result of events. 	<ul style="list-style-type: none"> Explain causes for why events happened. Compare and contrast changes for people as a result of events. 	<ul style="list-style-type: none"> Make a generalisation about causes and events. Imagine what would have happened if events hadn't have happened.
Significance	<ul style="list-style-type: none"> Define the significance of historical sources. 	<ul style="list-style-type: none"> Explain the significance of historical sources. 	<ul style="list-style-type: none"> Evaluate the significance of historical sources.
Interpretations	<ul style="list-style-type: none"> Know that not all sources of information answer the same questions. 	<ul style="list-style-type: none"> Classify sources that answer the same questions. 	<ul style="list-style-type: none"> Analyse different sources of information.
Enquiry and using sources as evidence	<ul style="list-style-type: none"> Carry out a simple survey interviewing others and posing relevant questions. Gather ideas from a few sources when building up their understanding of key events. 	<ul style="list-style-type: none"> Compare the results of a simple survey interviewing others and posing relevant questions. Compare and contrast sources when building up the understanding of key sources. 	<ul style="list-style-type: none"> Discuss the results of a simple survey interviewing others and posing relevant questions. Formulate questions when building up an understanding of key sources.
Vocabulary	Old, new, toy, material, change, similar, different, past, present, artefact.	change, local, place, sources, historical, similar, different, compare, present, past, eyewitness.	Architect, bakery, capital city, diary, eyewitness, fire, fire brigade, London, monument, River Thames, rebuild, Pudding Lane, thatch.
Significant Historical Figures	Margarete Steiff		King Charles II Thomas Farriner (Farrynor) Samuel Pepys





Progression in History



Year Two			
	Autumn	Spring	Summer
Unit			
Substantive Knowledge:			
	<p>Know why Bonfire Night is celebrated.</p> <p>Know the reasons why the gunpowder plot was formed.</p> <p>Know why the gunpowder plot failed.</p> <p>Know why the gunpowder plot is remembered today.</p>	<p>Know when the Wright Brothers lived.</p> <p>Know the background and life of the Wright Brothers.</p> <p>Know the impact the Wright Brothers had on air travel, locally and internationally.</p> <p>Know the legacy of the Wright Brothers.</p>	<p>Know the role of a nurse and why their role is important today.</p> <p>Know who Florence Nightingale is and why she is important today.</p> <p>Know how Florence improved the lives of others through her work during the Crimean war.</p> <p>Know who Mary Seacole was and why she is an important person today.</p> <p>Know who Edith Cavell is and the impact of her work.</p>
Disciplinary Knowledge:			
Chronology	<ul style="list-style-type: none"> Describe how periods of time can impact on individuals and events Define periods of time in history.. 	<ul style="list-style-type: none"> Compare and contrast periods of time and how they have impacted on individuals and events Sequence different periods of time in history. 	<ul style="list-style-type: none"> Discuss how periods of time have impacted on individuals and events Analyse different periods of time in history.
Constructing the past	<ul style="list-style-type: none"> Describe how significant events and individuals from the past have helped shape the present locally, nationally and internationally. List events in the past that are commemorated each year at specific times. E.g 5th November. Describe significant individuals, when they lived and how they contributed to changes in history. 	<ul style="list-style-type: none"> Compare significant events and individuals from the past that have helped shape the present locally, nationally and internationally. Explain why events from the past are commemorated each year at specific times. E.g 5th November. Compare and contrast significant individuals, when they lived and how they contributed to changes in history. 	<ul style="list-style-type: none"> Discuss the significant events and individuals from the past that have helped shape the present locally, nationally and internationally. Imagine if events from the past, that are commemorated each year at specific times, had not have happened. E.g 5th November. Discuss significant individuals: when they lived and how they contributed to changes in history.
Continuity/change and similarity/difference	<ul style="list-style-type: none"> List things that have stayed the same throughout history e.g people living in towns/cities. State why continuity or change can be a good thing or a bad thing. State the achievements of significant individuals from the past and use this knowledge to begin to make comparisons between life in different periods. 	<ul style="list-style-type: none"> Explain why some things have stayed the same throughout history e.g people living in towns/cities. Explain why continuity or change can be a good thing or a bad thing. Compare and contrast the achievements of significant individuals from the past and use this knowledge to make comparisons between life in different periods. 	<ul style="list-style-type: none"> Discuss why some things have stayed the same throughout history e.g people living in towns/cities. Make a generalisation about continuity or change being a good thing or a bad thing. Evaluate the achievements of significant individuals from the past and use this knowledge to make comparisons between life in different periods.
Cause and consequence	<ul style="list-style-type: none"> Define the events, and individuals, that have had impacted history. List a few consequences of events/people's actions. E.g giving a convincing explanation of 'why we remember Florence Nightingale.' Describe specific causes and effects from different periods and establish links between them. 	<ul style="list-style-type: none"> Explain how certain events and individuals have had major consequences in history. Explain the causes and consequences of events/people's actions. E.g giving a convincing explanation of 'why we remember Florence Nightingale.' Sequence specific causes and effects from different periods and beginning to establish links between them. 	<ul style="list-style-type: none"> Discuss how certain events and individuals have had major consequences in history. Theorise the consequences of events/people's actions. E.g giving a convincing explanation of 'why we remember Florence Nightingale.' Make a generalisation about specific causes and effects from different periods and beginning to establish links between them.
Significance	<ul style="list-style-type: none"> State the events from history that are significant, that are remembered each year e.g bonfire night. Describe significant individuals and events that have had an impact locally, nationally and internationally. Define what makes someone or something significant. 	<ul style="list-style-type: none"> Explain how events from history are significant and why they are remembered each year e.g bonfire night. Explain how significant individuals and events have had an impact locally, nationally and internationally. Explain what made someone or something significant. 	<ul style="list-style-type: none"> Discuss why events from history are significant that they are remembered each year e.g bonfire night. Theorise why significant individuals and events have had an impact locally, nationally and internationally. Make a generalisation about what makes someone or something significant.
Interpretations	<ul style="list-style-type: none"> List the different ways of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her 	<ul style="list-style-type: none"> Compare ways of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her 	<ul style="list-style-type: none"> Evaluate the ways of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her
Enquiry and using sources as evidence	<ul style="list-style-type: none"> List what we learn from looking at a variety of artefacts/objects, to infer about an individual or event. Give reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 	<ul style="list-style-type: none"> Classify the information we have learnt from a variety of artefacts/objects, to infer about an individual or event. Explain why certain artefacts/objects belong to certain people or events – clothing, housing etc, making reasoned interpretations 	<ul style="list-style-type: none"> Evaluate a variety of artefacts/objects that have helped to infer about an individual or event. Predict the artefacts/objects that might belong to certain people or events – clothing, housing etc.
Vocabulary	Sources, gunpowder, The Gunpowder Plot, Catholics, Protestants, King, monarchy, treason, plot.	Legacy, significant, local, impact, effect, affect, rich, poor, class, upper class, working class, peasants, businessman/ businesswoman, philanthropy.	Hospital, medicine, wound, battlefield, infection, disease, sanitation, Crimea, soldier, Victorians.
Significant Historical Figures	Guy Fawkes King James I	Wright Brothers	Florence Nightingale Mary Seacole Edith Cavell





Progression in History



History	Year Three		
	Autumn	Spring	Summer
Unit	Stone Age to Iron Age	Ancient Egypt	
Substantive Knowledge:			
	<p>Know where prehistoric Britain fits within a chronological framework.</p> <p>Know how archaeologists build up a picture of the past.</p> <p>Know how hunter-gatherers survived in the Stone Age.</p> <p>Know how life changed with the arrival of farming.</p> <p>Know what daily life was like in Skara Brae.</p> <p>Know the most significant aspects of Bronze Age culture.</p> <p>Know how archaeologists make inferences and deductions from artefacts</p> <p>Know how houses changed during prehistoric Britain.</p> <p>Know burial rituals during prehistoric Britain.</p>	<p>Know the importance of the River Nile and the significance of the annual floods.</p> <p>Know the importance of the correct preparation for the afterlife.</p> <p>Know what was meant by the 'journey to the afterlife'.</p> <p>Know the significance of archaeological finds.</p> <p>Know the greatest achievements of the Ancient Egyptians.</p>	
Disciplinary Knowledge:			
Chronology	<ul style="list-style-type: none"> • Define why a timeline is divided into BC/BCE and AD/CE. • Place historical periods into chronological contexts, making references to other periods/achievements. • List early civilisations into chronological context and begin to develop an understanding of concurrence of civilizations around the world during these times. 	<ul style="list-style-type: none"> • Sequence events on a timeline into BC/BCE and AD/CE. • Sequence historical periods into chronological contexts, making references to other periods/achievements. • Classify early civilisations into chronological context and begin to develop an understanding of concurrence of civilizations around the world during these times. 	
Constructing the past	<ul style="list-style-type: none"> • Describe historical periods focusing on achievements, housing, society and beliefs • Define the earliest civilisations; their chronological place in history; and their impact on future civilisations. 	<ul style="list-style-type: none"> • Compare and contrast historical periods focusing on achievements, housing, society and beliefs • Analyse the earliest civilisations; their chronological place in history; and their impact on future civilisations. 	
Continuity/change and similarity/difference	<ul style="list-style-type: none"> • List the continuities and changes throughout a historical period. • Describe the beliefs of different civilizations, over time. • Describe an ancient civilization at that time. 	<ul style="list-style-type: none"> • Formulate questions about the continuities and changes throughout a historical period. • Explain the beliefs of different civilizations, over time. • Compare and contrast ancient civilizations at that time. 	
Cause and consequence	<ul style="list-style-type: none"> • Define the major advancements from different historical periods and say how these impacted globally, nationally and locally. • Identify what caused shifts in advancements; the reasons for it; and the impact on life. • Describe how understanding of historical periods has advanced over time. 	<ul style="list-style-type: none"> • Compare the major advancements from different historical periods and say how these impacted globally, nationally and locally. • Explain what caused shifts in advancements; the reasons for it; and the impact on life. • Explain how understanding of historical periods has advanced over time. 	
Significance	<ul style="list-style-type: none"> • Define why advancements in historical periods were significant to the development of Britain. • Describe the significance of changes (e.g taming wild animals). • Combine geographical understanding with historical understanding to identify significances. 	<ul style="list-style-type: none"> • Explain why advancements in historical periods were significant to the development of Britain. • Explain the significance of changes (e.g taming wild animals). • Compare geographical understanding with historical understanding to identify significances. 	
Interpretations	<ul style="list-style-type: none"> • Define the reliability of historians' interpretations of time periods. 	<ul style="list-style-type: none"> • Analyse the reliability of historians' interpretations of time periods. 	
Enquiry and using sources as evidence	<ul style="list-style-type: none"> • Describe the strengths and weaknesses of theories e.g Why was Stonehenge really built? • Identify why information sources might be limited. 	<ul style="list-style-type: none"> • Compare the strengths and weaknesses of theories e.g Why was Stonehenge really built? • Explain why information sources might be limited. 	
Vocabulary	AD/BCE, agriculture, archaeologists, BC/ CE, bronze, Celt, flint, hill fort, iron, settlement, tribe, Skara Brae, Stonehenge, Danebury Hill.	Civilisations, excavate, prehistory, mummification, hieroglyphics, Nile, embalming, pharaoh, archaeologist, afterlife, sarcophagus, canopic jars, pyramid, papyrus, tombs.	
Significant Historical Figures		Tutankhamun Howard Carter	





Progression in History



Year Four

Autumn

Spring

Summer

Unit	 Roman Empire	 Anglo Saxons and Scots	 Saxons and Vikings
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Substantive Knowledge:

	<p>Know who the Romans were and where they came from.</p> <p>Know the reasons for Roman invasion.</p> <p>Know why there are different interpretations of Boudica.</p> <p>Know why the Romans were able to keep control over such a vast empire.</p> <p>Know how Celtic lifestyle changed once the Romans invaded.</p> <p>Know how Roman legacy has affected our lives today.</p>	<p>Know where Anglo-Saxon Britain fits within a chronological framework.</p> <p>Know who the Picts and the Scots were and their impact on Britain.</p> <p>Know why the Anglo Saxons came to Britain.</p> <p>Know how England was governed under Anglo Saxon rule.</p> <p>Know what Anglo-Saxon and Roman settlements were like.</p> <p>Know about the spread of Christianity during the Anglo-Saxon period.</p>	<p>Know where Viking Britain fits within a chronological framework.</p> <p>Know where the Vikings came from and why they attacked Britain.</p> <p>Know the significance of Lindisfarne and the famous Viking raid of 793.</p> <p>Know how 'great' Alfred was.</p> <p>Know what Danelaw was and why it was introduced.</p> <p>Know how views of the Vikings have changed over time.</p>
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Disciplinary Knowledge:

Chronology	<ul style="list-style-type: none"> Place historical periods into the wider context of historical chronology. Define key dates as important markers of events e.g Caesar's landing and Claudius' invasion. 	<ul style="list-style-type: none"> Sequence historical periods into the wider context of historical chronology. Sequence key dates, that are important markers of events e.g Caesar's landing and Claudius' invasion. 	<ul style="list-style-type: none"> Discuss historical periods into the wider context of historical chronology. Imagine key dates, that are important markers of events didn't take place. e.g Caesar's landing and Claudius' invasion.
Constructing the past	<ul style="list-style-type: none"> List coherent knowledge of historical periods. List coherent knowledge of British History. 	<ul style="list-style-type: none"> Apply coherent knowledge of historical periods. Apply coherent knowledge of British History. 	<ul style="list-style-type: none"> Make generalisations using coherent knowledge of historical periods. Make generalisations using coherent knowledge of British History.
Continuity/change and similarity/difference	<ul style="list-style-type: none"> List the continuity and change within time periods. Identify reasons for migration. 	<ul style="list-style-type: none"> Classify the continuity and change across time periods. Compare and contrast reasons for migration. 	<ul style="list-style-type: none"> Discuss the continuity and change across time periods. Make a generalisation about reasons for migration.
Cause and consequence	<ul style="list-style-type: none"> List the reasons for invasions of Britain, and the impact they had. Describe British resistance to invasions e.g the causes of Boudicca's revolt. List the causes and effects of invasions of Britain- changes in housing, religion, housing etc. 	<ul style="list-style-type: none"> Compare and contrast the reasons for invasions of Britain, and the impact they had. Compare and contrast British resistance to invasions e.g the causes of Boudicca's revolt. Explain the causes and effects of invasions of Britain- changes in housing, religion, housing etc. 	<ul style="list-style-type: none"> Create a theory for the reasons behind invasions of Britain, and the impact they had. Explain the effects of British resistance to invasions e.g the causes of Boudicca's revolt. Explain the causes and effects of invasions of Britain- changes in housing, religion, housing etc.
Significance	<ul style="list-style-type: none"> Describe how invasions of Britain helped to advance technology, architecture and culture. Define the significant individuals within British history. Define the historical advancements that led to the creation of modern-day life, as we know it. 	<ul style="list-style-type: none"> Analyse how invasions of Britain helped to advance technology, architecture and culture. Analyse significant individuals within British history. Relate historical advancements that led to the creation of modern-day life, as we know it. 	<ul style="list-style-type: none"> Explain how invasions of Britain helped to advance technology, architecture and culture. Reflect on the achievements of significant individuals within British history. Theorise how led modern-day life, as we know it would have differed without historical advancements.
Interpretations	<ul style="list-style-type: none"> Describe how some sources will only provide one viewpoint- depending on who has written the account. State how some interpretations may be more accurate and reliable than others by use of their own background knowledge. E.g showing Vikings to be just raiders but evidence also suggests that they were also farmers/traders. 	<ul style="list-style-type: none"> Explain how some sources will only provide one viewpoint- depending on who has written the account. Compare how some interpretations may be more accurate and reliable than others by use of their own background knowledge. E.g showing Vikings to be just raiders but evidence also suggests that they were also farmers/traders. 	<ul style="list-style-type: none"> Evaluate sources of information. Evaluate the accuracy and reliability of historical interpretations. E.g showing Vikings to be just raiders but evidence also suggests that they were also farmers/traders.
Enquiry and using sources as evidence	<ul style="list-style-type: none"> List the validity and contradictions of sources. State why sources can be useful in a variety of ways- inaccuracies can tell us more about those who produce evidence. 	<ul style="list-style-type: none"> Explain the validity and contradictions of sources. Explain why sources can be useful in a variety of ways- inaccuracies can tell us more about those who produce evidence. 	<ul style="list-style-type: none"> Discuss the validity and contradictions of sources. Reflect on why sources can be useful in a variety of ways- inaccuracies can tell us more about those who produce evidence.
Vocabulary	Invasion, empire, conquer, emperor, governor, revolt.	Invasion, settlement, tribe, Christianity, kingdom, Latin, Lindisfarne.	Kingdom, raid/ raider, settlement, invasion, resistance, monastery, monk, Dane, Viking, Scandanavia, Pagans, treaty.
Significant Historical Figures	Boudica, Julius Caesar, Claudius.	King Vortigen Alfred the Great	King Guthrum





Progression in History



Year Five

Autumn

Spring

Summer

Unit



Substantive Knowledge:

Know why the location of Baghdad was important.

Know the reasons why the Islamic Civilization spread so quickly.

Know the significance of how the Islamic city of Baghdad was set up.

Know why Baghdad was so special during the Golden Age.

Know what happened to the city of Baghdad.

Know the impact that the Islamic Civilisation has on the rest of the world.

Know where Victorian Britain fits within a chronological framework.

Know the key changes that happened during the Victorian period.

Know the impact of the Factory Act on working conditions.

Know the changes in transportation during the Victorian period.

Know about mining in the Victorian period.

Know the changes to education before, during and beyond the Victorian period.

Know the significance of Victorian inventions and their impact on today.

Know the impact of the Industrial revolution.

Know the Black Country lies to the west and north-west of the city of Birmingham.

Know the Oak House, West Bromwich, was a Yeoman Farmer's house dating from the late 16th or early 17th century, it represents a rare surviving building from the pre-industrial Black Country.

Know that the Black Country has many coal mines, mineral railways, furnaces and factories in the 1870s.

Know that snuff boxes were made in Bilston.

Know that canals were of crucial importance in the development of industry.

Know that glass was made in Stourbridge.

Know that chains were made in Dudley.

Disciplinary Knowledge

	Autumn	Spring	Summer
Chronology	<ul style="list-style-type: none"> Place events within a historical period into chronological context. Place a historical period into chronological context and in direct comparison with another. Describe the continued development of concurrent civilisations, around the world, and their impact on later civilisations. 	<ul style="list-style-type: none"> Sequence events within a historical period into chronological context. Sequence a historical period into chronological context and in direct comparison with another. Explain the continued development of concurrent civilisations, around the world, and their impact on later civilisations. 	<ul style="list-style-type: none"> Discuss events within a historical period in chronological context. Discuss a historical period into a chronological context and in direct comparison with another. Discuss the continued development of concurrent civilisations, around the world, and their impact on later civilisations.
Constructing the past	<ul style="list-style-type: none"> Describe periods of history and their impact on today's world. Describe the historical period being studied, making direct comparisons with another. 	<ul style="list-style-type: none"> Classify periods of history and their impact on today's world. Analyse the historical period, making direct comparisons with another. 	<ul style="list-style-type: none"> Evaluate periods of history and their impact on today's world. Evaluate the historical period, making direct comparisons with another.
Continuity/change and similarity/difference	<ul style="list-style-type: none"> List the continuities and changes from the period being studied to today. Describe how advanced countries were in comparison to others. 	<ul style="list-style-type: none"> Compare the continuities and changes from the period being studied to today. Explain how advanced countries were in comparison to others. 	<ul style="list-style-type: none"> Make a generalization about the continuities and changes from the period being studied to today. Discuss how advanced countries were in comparison to others.
Cause and consequence	<ul style="list-style-type: none"> State the many inventions from the period studied that are still around today. Define the effect of inventions on today's world as either positive or negative. 	<ul style="list-style-type: none"> Contrast the many inventions from the period studied that are still around today. Explain the effect of inventions on today's world as either positive or negative. 	<ul style="list-style-type: none"> Evaluate the many inventions from the period studied that are still around today. Explain the effect of inventions on today's world as either positive or negative.
Significance	<ul style="list-style-type: none"> Identify the significance of achievements in the period studied and their impact on today. State the impact that the period being studied had on the rest of the world. 	<ul style="list-style-type: none"> Relate the significance of achievements in the period studied and their impact on today. Explain the impact that the period being studied had on the rest of the world. 	<ul style="list-style-type: none"> Relate the significance of achievements in the period studied and their impact on today. Imagine if the period being studied had not happened. How would the world be different?
Interpretations	<ul style="list-style-type: none"> Say that interpretations might differ depending on the aspect that people are looking at, eg. 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 	<ul style="list-style-type: none"> Explain how interpretations differ depending on the aspect that people are looking at, eg. 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 	<ul style="list-style-type: none"> Evaluate interpretations depending on the aspect that people are looking at, eg. 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
Enquiry and using sources as evidence	<ul style="list-style-type: none"> List the achievements of the time period being studied and the impact of them on today – using sources as evidence. Identify why the amount of written primary sources varies depending on individual time periods. 	<ul style="list-style-type: none"> Analyse the achievements of the time period being studied and the impact of them on today – using sources as evidence. Explain why the amount of written primary sources varies depending on individual time periods. 	<ul style="list-style-type: none"> Discuss the achievements of the time period being studied and the impact of them on today – using sources as evidence. Discuss why the amount of written primary sources varies depending on individual time periods.
Vocabulary	Ancient, civilisation, legacy, caliph, trading, age, scholar, Islam, Tigris River, Baghdad, Mongols Tribe.	Compulsory, drawers, industry, Industrial Revolution, poverty, steam locomotive, reform, trappers, workhouse.	Black Country, glass, railway, canal, county, mining, coal.
Significant Historical Figures	Al-Mansur.	Queen Victoria Barnado	





Progression in History



Year Six

Autumn

Spring

Summer

Unit



Substantive Knowledge:

<p>Know the causes of the Second World War.</p> <p>Know which Nations took part in the war.</p> <p>Know how different nations prepared for the war.</p> <p>Know how the Second World War started.</p> <p>Know the weapons and technology used during the war.</p> <p>Know about the Battle of Britain.</p> <p>Know the impact of the Second World War on British civilians.</p> <p>Know who Anne Frank was and why she was remembered.</p> <p>Know which leaders' decisions led to the end of the Second World War.</p>	<p>Know when the Ancient Greek civilization existed and identify where it was located.</p> <p>Know Ancient Greek religious beliefs.</p> <p>Know similarities and differences between key Ancient Greek City states.</p> <p>Know how the Olympic Games came to be and how they have developed over time.</p> <p>Know importance of Greek democracy and its influence on the western world today.</p> <p>Know Greek architectural achievements and its impact on architecture today.</p> <p>Know the importance of some key Greek achievements.</p>	<p>Know significant events and time periods.</p> <p>Know how the Romans managed law and order.</p> <p>Know how law and punishment changed once the Anglo Saxons invaded Britain.</p> <p>Know the reasons why the Magna Carta was signed.</p> <p>Know how crime and punishment was dealt with during The Tudor period.</p> <p>Know the reasons why there was a growth in crime in the 19th Century and how this led to the start of the police force.</p>
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Disciplinary Knowledge:

Chronology	<p>.Place a historical period in the wider context of chronology.</p> <p>. Define duration and intervals. e.g how long the Greek legacy has lasted.</p> <p>. Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p>	<p>.Compare and contrast historical periods in the wider context of chronology.</p> <p>. Compare duration and intervals. e.g how long the Greek legacy has lasted.</p> <p>. Sequence dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p>	<p>.Reflect on historical periods in the wider context of chronology.</p> <p>. Make generalisations about duration and intervals. e.g how long the Greek legacy has lasted.</p> <p>. Imagine if dates and specific events had not taken place.</p>
Constructing the past	<p>.Describe, using a coherent knowledge of a historical concept, over the last 1000 years.</p> <p>. Build a coherent knowledge of a concept in history, and describe how this affected the local area.</p> <p>. Define the impact of historical civilisations and their chronological place in the context of world history</p>	<p>. Give explanations, using a coherent knowledge of a historical concept, over the last 1000 years.</p> <p>. Build a coherent knowledge of a concept in history, and explain how this affected the local area.</p> <p>. Analyse the impact of historical civilisations and their chronological place in the context of world history</p>	<p>. Make generalisations, using a coherent knowledge of a historical concept, over the last 1000 years.</p> <p>. Build a coherent knowledge of a concept in history, and ediscuss how this affected the local area.</p> <p>. Evaluate the impact of historical civilisations and their chronological place in the context of world history</p>
Continuity/change and similarity/difference	<p>.State the continuities and changes of historical achievements and inventions from then to now.</p> <p>. List the differences between two periods of history.</p> <p>. Describe how Britain has changed over time.</p> <p>. Describe changes in a historical concept over time e.g. crime and punishment.</p>	<p>.Compare and contrast the continuities and changes of historical achievements and inventions from then to now.</p> <p>.Compare and contrast the differences between two periods of history.</p> <p>.Analyse how Britain has changed over time.</p> <p>. Explain changes in a historical concept over time e.g. crime and punishment.</p>	<p>.Reflect upon the continuities and changes of historical achievements and inventions from then to now.</p> <p>.Discuss the differences between two periods of history.</p> <p>.Evaluate the changes in Britain, over time.</p> <p>. Reflect on the changes in a historical concept over time e.g. crime and punishment.</p>
Cause and consequence	<p>.List the influence of historical achievements on the Western World. E.g. Greeks - democracy, philosophy, medicine, language etc.</p> <p>. Describe the reasons why the role of different groups changed over time.</p> <p>. State one event that had multiple effects e.g invasion of Britain.</p> <p>. List the reasons why a key change happened over time.</p>	<p>.Explain the influence of historical achievements on the Western World. E.g. Greeks - democracy, philosophy, medicine, language etc.</p> <p>. Explain the reasons why the role of different groups changed over time.</p> <p>. Analyse one event that had multiple effects e.g invasion of Britain.</p> <p>. Explain the reasons why a key change happened over time.</p>	<p>.Evaluate the influence of historical achievements on the Western World. E.g. Greeks - democracy, philosophy, medicine, language etc.</p> <p>. Give a justification for why the role of different groups changed over time.</p> <p>. Discuss one event that had multiple effects e.g invasion of Britain.</p> <p>. Discuss the reasons why a key change happened over time.</p>
Significance	<p>.State how historical events heightened awareness of equal rights.</p> <p>.List the achievements of the civilisations from throughout history and their influence on the western world.</p>	<p>.Relate how historical events heightened awareness of equal rights.</p> <p>.Analyse the achievements of the civilisations from throughout history and their influence on the western world.</p>	<p>.Reflect upon how historical events heightened awareness of equal rights.</p> <p>.Evaluate the achievements of the civilisations from throughout history and their influence on the western world.</p>
Interpretations	<p>. Describe why experiences varied and why these were portrayed in different ways.</p> <p>. State that some evidence is propaganda, misinformation or opinion.</p>	<p>. Explain why experiences varied and why these were portrayed in different ways.</p> <p>. Explain that some evidence is propaganda, misinformation or opinion.</p>	<p>. Discuss why experiences varied and why these were portrayed in different ways.</p> <p>. Give a theory that some evidence is propaganda, misinformation or opinion.</p>
Enquiry and using sources as evidence	<p>.Use sources of evidence as the basis for an opinion.</p> <p>.Make references to evidence as justification.</p> <p>. Use local sources of evidence to investigate how the a period of history affected the local area.</p>	<p>.Classify sources of evidence, as the basis for an opinion.</p> <p>.Compare and contrast evidence to support justification.</p> <p>. Analyse local sources of evidence to investigate how the a period of history affected the local area.</p>	<p>.Evaluate sources of evidence, as the basis for an opinion.</p> <p>.Make a generalization, using evidence to support ideas.</p> <p>. Evaluate local sources of evidence to investigate how the a period of history affected the local area.</p>
Vocabulary	Second World War, Remembrance, alliance, appeasement, colony, conscription, genocide, imperialism, militarism, reparation, stalemate.	State, democracy, legacy, influence, architecture, philosophy, irrigation, alphabet, achievement, conquer, invasion, culture, civilisation, Olympians.	Crime, deterrent, exile, humiliation, justice, law, punishment, torture, transportation, trial, court.
Significant Historical Figures	Adolf Hitler Winston Churchill Neville chamberlain Anne Frank		King John Sir Robert Peel

