



Progression of Knowledge in History

<u>EYFS coverage</u>	
<u>Understanding the world</u>	<p>People and communities To talk about past and present events in their own lives and in the lives of family members. To know similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world To look closely at similarities and differences, in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</p>

	KS1		Year 3 and 4		Year 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
	Substantive Knowledge					
Chronological Understanding	Describe things that happened to themselves and other people in the past. Order a set of events or objects	Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened	Use a more complex timeline to place historical events and dates in chronological order. Describe the main changes in a period in history.	Describe dates of and order significant events from the period studied.	Describe the main changes in a period in history.	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Compare 2 periods using two contrasting timelines

	Disciplinary Knowledge					
	<p>Know that there is a difference between things that happened in the past and the present. Know how to place important events on a timeline</p>	<p>Know how to place important events and people on a timeline Understand and use the words past and present when telling others about an event.</p>	<p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and identify significant events</p>	<p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and compare this to significant events.</p>	<p>Know how some historical events occurred concurrently in different locations.</p>
<p>Knowledge and understanding of events, people and changes in the past</p>	Substantive Knowledge					
	<p>Discuss facts about people/events before living memory. Recount the main events from a significant event in history.</p>	<p>Use historical knowledge to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why</p>	<p>Use evidence to describe the culture and leisure activities from the past. Describe similarities and</p>	<p>Choose reliable sources of information to find out about the past. Describe how historical events studied affect/</p>	<p>Use reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up</p>	<p>Describe similarities and differences between some people, events and artefacts studied. Describe how historical events</p>

		people in the past may have acted in the way they did.	differences between people, events and artefacts studied.	influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	by evidence. Make links between some of the features of past societies.	studied affect/influence life today.
Disciplinary Knowledge						
	<p>Know and recall facts about events and people beyond living memory</p> <p>Know why people may have acted the way they did.</p>	<p>Know that evidence tells us about the past</p> <p>Know how to use evidence to show an event or aspect of a person's life</p>	<p>Know that evidence tells us what is important to people from the past.</p> <p>Know that evidence to show how the lives of the rich and poor people from the past differed.</p>	<p>Know how to use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Know how to use evidence to describe buildings and their uses of people from the past.</p>	<p>Know what is reliable evidence</p> <p>Know that changes have occurred over time</p> <p>Know some features of past societies</p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Know that there may be differences/ why there may be differences between</p>

						people, events and artefacts. Know how historical events influence life today
Historical enquiry	Substantive Knowledge					
	Explore events, look at pictures and ask questions	Ask questions about the past. Use a wide range of information to answer questions.	Ask questions and find answers about the past. Use documents, printed sources as evidence about the past.	Ask questions and find answers about the past. Choose reliable sources of information as evidence about the past.	Make links between some of the features of past societies.	Pose questions to investigate a line of enquiry.
	Disciplinary Knowledge					
	Know that the past is represented in different ways Know that sources of	Know how to ask historical questions Know that artefacts and	Know how to find answers to questions about the past	Know how to use sources of evidence Know how to evaluate	Know that historical events influence life today.	Know and explain some similarities and differences between some people, events

	evidence tell us about the past	people tell us about the past		sources of evidence	Compare and contrast knowledge about the past	and artefacts studied
Historical interpretation	Substantive Knowledge					
	Use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts	Look at and use a range of sources of evidence to find out about the past.	Explore different versions/ sources of evidence from the same event in history	Compare versions of the same event in history and identify differences.	Evaluate evidence to choose the most reliable forms.	Compare, contrast and evaluate different accounts of the same event in history
	Disciplinary Knowledge					
	Know how to handle artefacts from the past Know how to retrieve information about the past	Know that people from the past give us information about the past and how they lived	Know that people in the past represent events or ideas in a way that persuades others.	Know that there are different accounts of history and why this may be.	Know that some historical evidence may be propaganda, opinion or misinformation and that this may affect the interpretation	Know that a viewpoint can affect the interpretation of history or historical events Know the reasons why there may be

					of history.	different accounts of history
Areas of Study	<p><u>YEAR A</u></p> <p><u>Significant Local events</u> e.g- Remembrance, Sir Francis Drake or Nancy Astor</p> <p><u>Great Fire of London</u>-how it started and why,order and evidence. Samuel Pepys and John Evelyn. Literacy- diary writing</p>	<p><u>YEAR B</u></p> <p><u>Changes within memory</u> e.g- Toys,Homes or Space (Timelines- compare old and new)</p> <p><u>Significant People- Florence</u> Nightingale, Mary Seacole and Edith Cavell -Crimean War and links to health and changes in healthcare</p>	<p><u>YEAR A</u></p> <p><u>Stone Age to Iron Age</u> progression through late Neolithic hunter-gatherers and early farmers to Bronze Age looking at religion, technology and travel e.g. Stonehenge and finishes on Iron Age- tribal kingdoms.</p> <p><u>Ancient Egypt</u></p>	<p><u>YEAR B</u></p> <p><u>Romans</u> Julius Caesar's attempt at invasion in 55-54 BC Roman Empire by AD 42 and the power of its army. successful invasion by Claudius and conquest- including Hadrian's wall British resistance- Boudicca. Romanisation of Britain- Caerwent/</p>	<p><u>YEAR A</u></p> <p><u>World War Two</u> Turning points in history-the Battle of Britain</p> <p><u>Anglo-Saxons</u> invasions, settlements, kingdoms, place names, village life, art and culture. e.g.- Sutton Hoo</p>	<p><u>YEAR B</u></p> <p><u>Local Study- The Tudors</u> In depth study- overtime tracing how several aspects of national history are reflected in the locality Study an aspect of history or site dating from a period beyond 1066 that is significant locally. Exploration</p>

			<p>Structures, emperors, Way of life- compared to today. Impact Egypt had on today.</p> <p><u>Ancient Greece</u> Events- Olympics. Impact Greece has today. Storytelling and accounts.</p>	<p>Caerleon impact of technology Culture and beliefs, including early christianity. <u>Vikings</u> Viking and Anglo saxon struggle at the time of Edward the Confessor. Viking raid and missions. Resistance of Alfred the Great and Athlestan, the first King of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice.</p>		<p>and the slave trade.</p> <p><u>Early Islam Civilisation-</u> Timeline comparing Islamic Civilisation and what is happening in Western Europe. Look at religion, culture, architecture and global trade networks (Silk Road).</p>
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