



Belton Primary School

History Progression

(to be used with Vocabulary Progression MTP, Knowledge Organisers plus Progression in Knowledge and Key Skills documents)

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas

Understanding the World					
Past and Present					
Baseline	End of Autumn 1	End of Autumn 2	End of Spring Term	Summer term (May/June) (ELG)	Year 1 Readiness
When starting school, children may:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:	Children should be working at a level which sees them:
Begin to make sense of their own life-story and family's history.	Enjoy talking about their friends and family	Begin to identify people in their lives who are special to them	Enjoy talking about the lives of the people who are special to them	Talk about the lives of the people around them and their roles in society	Talk about the lives of the people around them and their roles in society
Show interest in different occupations.	Begin to be able to talk about changes in their lives.	Engage in stories about past and present key events. eg. Christmas/ Guy Fawkes.	To compare past and present experiences in the world around us.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Talk about what they see	Be able to talk about past events in their lives eg. Their birthday	Talk about significant past and present characters and events.	Begin to understand the past through settings, characters and events encountered in books read in class and storytelling	Understand the past through settings, characters and events encountered in books read in class and storytelling	Understand the past through settings, characters and events encountered in books read in class and storytelling

Our curriculum learning is as follows:-

Past and Present	<p>Name and describe people who are familiar to them</p> <p>Talking about themselves, their home and their family.</p>	<p>Talk about members of their immediate family and community</p> <p>Explore different families/communities.</p> <p>Seydou Keita - African photographer - black history month</p>	<p>Talk about older members of the family and community</p> <p>Celebrate grandparents and make family tree</p> <p>Grandparent visits to school</p>	<p>Comment on images of familiar situations in the past</p> <p>Talk about our experiences of farms now and how they differ in the past.</p> <p>Machinery.</p>	<p>Compare and Contrast characters from stories and figures from the past</p> <p>Explore different vehicles past and present.</p> <p>Explore the Wright brothers first successful aeroplane and compare to modern day aircraft.</p>	<p>Understand the past through characters and books.</p> <p>Trips to the seaside comparing past and present</p> <p>Similarities and differences.</p>
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	<p>Year 1/2</p> <p>1960s Toys</p> <p>Titanic</p> <p>World War One (Charles)</p> <p>Great Fire of London</p> <p>Local History</p> <p>Greatest Explorer</p>	<p>Year 3/4</p> <p>The Stone Age,</p> <p>Bronze Age</p> <p>the Iron Age</p> <p>the Romans</p> <p>Anglo-Saxons</p> <p>Vikings</p>	<p>Year 5/6</p> <p>The Mayans,</p> <p>Battle of Britain,</p> <p>Richard III (Local History)</p> <p>The Shang Dynasty,</p> <p>Trojan horse,</p> <p>British Empire</p> <p>Ancient Egypt</p>
Chronology Understanding	<p>For instance:</p> <ul style="list-style-type: none"> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework. Begin to use dates. 	<p>For instance:</p> <ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. 	<p>For instance:</p> <ul style="list-style-type: none"> Develop a deep and secure chronological knowledge and understanding of local, British and world History with an awareness of simultaneous worldwide events/time periods. Put events, people, places and artefacts on a timeline. Further use correct terminology to describe events in the past.
Knowledge and Learning	<p>1960's Toys:</p> <ul style="list-style-type: none"> know some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this know how to compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date <p>Titanic</p> <ul style="list-style-type: none"> Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the 	<p>Stone Age:</p> <ul style="list-style-type: none"> know that the Stone Age is a period of prehistory which began when the first modern humans arrive in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze age know how to use the time line to place each history period <p>Bronze Age:</p> <ul style="list-style-type: none"> know why the Stone Age came to an end about six thousand years ago <p>Iron Age:</p> <ul style="list-style-type: none"> know that the Iron Age is the last period of prehistory in Britain know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age 	<p>Mayans:</p> <ul style="list-style-type: none"> know where and when the Ancient Mayan people lived know what other civilisations existed contemporaneously during the Ancient Mayan time period understand why the Ancient Mayan civilisation dates begin in BC and ended in AD <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know that the Battle of Britain took place during World War two know about a specific aspect or theme in British history, such as the Battle of Britain, extending their chronological knowledge beyond 1066 <p>Richard III:</p> <ul style="list-style-type: none"> know of key events during the reign Richard III

Knowledge and Learning	<p>final day of the Titanic April 15th 1912;</p> <p>Charles:</p> <ul style="list-style-type: none"> know when the First World War took place <p>Great Fire of London</p> <p>Identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London;</p> <p>Local History:</p> <ul style="list-style-type: none"> know the chronological order of key historical events and individuals in their local area <p>Great Explorers</p> <ul style="list-style-type: none"> know about events beyond living memory that are significant nationally/globally know the chronological order in which key explorers lived 	<ul style="list-style-type: none"> know why Iron Age Britain began in BC and ended in AD <p>Romans:</p> <ul style="list-style-type: none"> know when Britain was invaded by the Romans know why Hadrian's Wall proved necessary for Emperor Hadrian to order its construction in AD 122 <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know how to interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever <p>Vikings:</p> <ul style="list-style-type: none"> know the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' and what this signified <p><i>Do children know that the Vikings and Anglo-Saxons struggled for the Kingdom of England to the time of Edward the Confessor?</i></p>	<ul style="list-style-type: none"> know that Henry Tudor wanted the throne know that England was in turmoil due to the War of the Roses. <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know when the Shang Dynasty occurred know what other civilisations existed during the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> know when the Trojan War in Ancient Greece took place know the main events in the siege of the city of Troy during the Trojan War in Ancient Greece <p>British Empire:</p> <ul style="list-style-type: none"> know the key chronological events in the history of the British Empire <p>Ancient Egypt</p> <ul style="list-style-type: none"> know when the time of Ancient Egypt occurred.
Perspective	<p>For instance:</p> <ul style="list-style-type: none"> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays/artefacts. 	<p>For instance:</p> <ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. 	<p>For instance:</p> <ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this.

Knowledge and Learning	<p>1960's Toys:</p> <ul style="list-style-type: none"> • know how to identify and describe some of the most popular toys and games of the 1960s • know how to identify, observe and discuss some of the most memorable events of the 1960s and suggest reasons for their significance <p>Titanic</p> <ul style="list-style-type: none"> • Know how to compare and contrast a number of historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912; • Know why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries such as the United States of America; • Describe and explain the difference between primary sources and secondary sources of historical evidence; <p>Charles:</p> <p>know how to identify different ways in which the</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> • know about the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then <p>Bronze Age:</p> <ul style="list-style-type: none"> • know that by synthesising a number of reasons the possible purpose of the stone monuments at Merrivale can be explained <p>Iron Age:</p> <ul style="list-style-type: none"> • know the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and can synthesise these reasons into an explanation <p>Romans:</p> <ul style="list-style-type: none"> • know the difference between historical evidence and legends and folklore <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen# <p>Vikings:</p> <ul style="list-style-type: none"> • know the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Biking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed • know why 'Vikings' is not, in fact, the correct name for these people and explain who the 	<p>Mayans:</p> <ul style="list-style-type: none"> • know how to synthesis a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • know how to evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgement about how serious that threat was <p>Richard III:</p> <ul style="list-style-type: none"> • know how to reach a judgement about why Richard III was not a popular king due to perception at the time (Shakespeare, Princes in the Tower) • know how to reach a judgement as to why Henry Tudor won the Battle of Bosworth • Understand how Scientists found out that it was Richard III's bones in the car park <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • know about the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one <p>Trojan horse:</p> <ul style="list-style-type: none"> • know how to evaluate the 'historical' evidence regarding the existence of the lost Kingdom of

	<p>past is represented, such as government posters and radio broadcasts</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> • Know from a range of contemporaneous images the main effects of the Great Fire of London in 1666 on the city and its people and give reasons for their observations; • Know how eyewitness accounts are used as evidence, <p>Local History:</p> <ul style="list-style-type: none"> • know how to compare and contrast different paintings and pictures; giving reasons to help explain why such historical evidence of people in the past can have many different interpretations • know how written evidence is a reliable source of evidence as to what happened in the past. <p>Great Explorers:</p> <ul style="list-style-type: none"> • know how to give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time 	<p>attackers really were</p>	<p>Atlantis and reach a judgement as to its reliability and trustworthiness</p> <p>know how to critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions</p> <p>British Empire:</p> <ul style="list-style-type: none"> • know how to interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views • know how to consider whether citizens on the British Empire wanted to be colonized <p>Ancient Egyptians</p> <ul style="list-style-type: none"> • know about the many artefacts found by Carter in Tutankhamun's tomb and make judgements and justify their opinion as to their purpose and what they indicate about life in Ancient Egypt; • Make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun
Change and continuity	<p>For instance:</p> <ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life, e.g. travel (in terms of transport and/or humans desire to explore.) 	<p>For instance:</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies. 	<p>For instance:</p> <ul style="list-style-type: none"> • Describe the concrete links between main events, situations and changes within and across different periods and societies at a deeper level.

			<ul style="list-style-type: none"> Present your enhanced reasoning to answer the given enquiry/ancillary question.
Knowledge and Learning	<p>1960's Toys:</p> <ul style="list-style-type: none"> know how to compare and contrast toy and game of the 1960s with those of today, identifying and describing similarities (continuity) and difference they observe (change) know how to describe and explain the cause of the major change to toys and games since the 1960s <p>Titanic</p> <ul style="list-style-type: none"> know how events unfolded and how the way we view society has changed <p>Charles:</p> <ul style="list-style-type: none"> know some of the ways in which the First World War changed how adults were able to behave in Britain know some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War <p>Great Fire of London</p> <ul style="list-style-type: none"> Know some of the reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery Know some of the changes made to the fire service in Britain and the way settlements were built as a result of the fire. 	<p>Stone Age:</p> <ul style="list-style-type: none"> know the important ways in which life for ancient Britons changed during the Stone Age know about the changes in Britain from the Stone Age to the Iron Age <p>Bronze Age:</p> <ul style="list-style-type: none"> recognise that the likely use of a range of Bronze Age artefacts demonstrate progress in the way the people lived in Britain compared with the Stone Age <p>Iron Age:</p> <ul style="list-style-type: none"> know that the Iron Age is the last period of prehistory in Britain and a time of both great change and significant progress in society <p>Romans:</p> <ul style="list-style-type: none"> know what the content of letters written in the first century tells us about the lives of high status and wealthy Romans in Britain know how this compare to the lives of the Picts <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know about the settlement of Anglo-Saxons and Scots in Britain know why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain evaluate the advantages and disadvantages of living in this way compared with occupying existing towns <p>Vikings:</p> <ul style="list-style-type: none"> know how to identify and describe the distribution of those areas of Britain settled in by Viking Norsemen 	<p>Mayans:</p> <ul style="list-style-type: none"> know how to synthesis a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions know how the lives of ancient Mayan's changed over time <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know the reasons why King John signed the Magna Carta in 1215 evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history <p>Richard III:</p> <ul style="list-style-type: none"> know why the actions of Richard III and the betrayal by Stanley led to his eventual demise. know how the monarchy changed during the War of the Roses and how this changed when Richard III was defeated at Bosworth. Know how the findings of the bones in the car park changed the course of history. <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know how to compare the achievements and qualities possessed by Queen Elizabeth I and King Cheng Tang, first emperor of the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> know how to consider the reliability and trustworthiness of other 'historical stories' such as Robin Hood, King Arthur <p>British Empire:</p> <ul style="list-style-type: none"> know how to interpret a range of evidence to reach a conclusion and make a judgment as to why the

	<ul style="list-style-type: none"> Local History: <ul style="list-style-type: none"> Know Belton Village has changed over time (church, school). Great Explorers: <ul style="list-style-type: none"> know the achievements of a major explorer and give reasons and begin to explain the ways of life of most people in the historic period in which they lived through personal research 		<p>British Empire has all but disappeared</p> <ul style="list-style-type: none"> know how to describe the extend of the British Empire in 1921 and explain what it meant to be a colony <p>Ancient Egypt</p> <ul style="list-style-type: none"> Understand through explanation and reasoning why the cause of the death of Tutankhamun is a contentious issue through critiquing the available evidence and evaluating the conflicting arguments
Similarities/ Differences	<p>For instance:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives. 	<p>For instance:</p> <p>Identify some of the similarities and differences between different periods, e.g. social, belief, cultural, local, individual.</p>	<p>For instance:</p> <ul style="list-style-type: none"> Explain understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual. Understand the legacy of these time periods.
Knowledge and Learning	<p>1960's Toys:</p> <ul style="list-style-type: none"> know how to describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories) <p>Titanic</p> <ul style="list-style-type: none"> Know the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912; 	<p>Stone Age:</p> <ul style="list-style-type: none"> know some of the important ways in which life for ancient Britons changed during the Stone Age know some of the similarities and differences in the way of life of Stone Age Britons and British citizens <p>Bronze Age:</p> <ul style="list-style-type: none"> know some of the similarities and differences in the way of life of Bronze Age Britons when compared with Stone age Britons know some of the way in which Bronze Age monuments are similar to significant monuments either in the local area 	<p>Mayans:</p> <ul style="list-style-type: none"> know the occupations of modern Maya people and how these compare to their Ancient Mayan ancestors know how to compare the Ancient Mayan monuments to those in other prehistory civilisations, such as Stonehenge <p>Know how a non-European society, such as the Mayan civilisation around AD 900, contrasts with British history</p> <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know how to compare the resources of the German

	<p>Charles: know how communication in Britain during the time of the First World War compares with means of communication today</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> Understand a range of reasons why the Great Fire of London spread so quickly and took so long to extinguish - know how London was built in the past. <p>Local History:</p> <ul style="list-style-type: none"> know how to describe the main external features of Grace Dieu priory as it exists today, as well as the main features of the priory as they existed in the 1241. Know how Belton village has changed over time - what is the same and what is different? <p>Great Explorers:</p> <ul style="list-style-type: none"> recognise the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully 	<p>and/or a monument of global importance</p> <p>Iron Age:</p> <ul style="list-style-type: none"> know some of the common features of the archaeological remains of Iron Age hill forts found around Britain today <p>Romans:</p> <ul style="list-style-type: none"> know the similarities and differences between the armies of Boudica and the British Roman Governor Paulinus and predict the likely outcome of their battle and justify their decision <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan know how their beliefs and religious practices different to Christianity <p>Vikings:</p> <ul style="list-style-type: none"> know how to compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed 	<p>Luftwaffe and the British Royal Air Force Richard III</p> <ul style="list-style-type: none"> know why Henry had the support of the French and Welsh in his defeat of Richard III. know how the status and power of England changed after Richard III's defeat <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know the similarities and differences in the lives of people in different sections of Shang society explain why our understanding of the Shang people as a whole is a very limited one know how to consider the qualities of a great ruler and compare and contrast these with those exhibited during the reign of King Cheng Tang and Di Xin of the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> know the similarities and differences between the Roman Empire and Ancient Greece <p>British Empire:</p> <ul style="list-style-type: none"> know the similarities and differences between the British Empire and the Roman Empire <p>Ancient Egypt</p> <ul style="list-style-type: none"> know the similarities and differences in the lives of people in different sections of Egyptian society.
Significance of events and people	<p>For instance:</p> <ul style="list-style-type: none"> Recognise and make simple observations about who was important in a historical event/account, e.g. talk about important places and who was important and why. 	<p>For instance:</p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and key events within the time period. 	<p>For instance:</p> <ul style="list-style-type: none"> Give reasons why key events, people or developments are seen as more significant than others.

Knowledge and learning	<p>1960's Toys:</p> <ul style="list-style-type: none"> • know what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this affected toys, games and other aspects of life since then • know how to recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely <p>Titanic</p> <ul style="list-style-type: none"> • Know why so many people left Ireland at the turn of the 20th Century. <p>Charles:</p> <p>know why animals were used during the First World War and explain why their use was so important to the war effort</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> • Understand the significance of Samuel Pepys diary to our knowledge of events at that time. <p>Local History:</p> <ul style="list-style-type: none"> • Understanding why Grace Dieu Priory was dissolved in 1538 • Know why May Day is such an important event in the village. 	<p>Stone Age:</p> <ul style="list-style-type: none"> • Do children know some of the important ways in which life for ancient Britons changed during the Stone Age <p>Bronze Age:</p> <ul style="list-style-type: none"> • know why archaeologist think that the Amesbury Archer was given the richest burial known in Bronze Age Britain <p>Iron Age:</p> <ul style="list-style-type: none"> • know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age <p>Romans:</p> <ul style="list-style-type: none"> • know the motives for Emperor Claudius to invade and occupy Britain in AD 43 <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know the situation and feelings of Emperor Honorius in AD 410 and make a judgement about why the Romans left Britain and the emotions the Emperor may have expressed <p>Vikings:</p> <ul style="list-style-type: none"> • know why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066 	<p>Mayans:</p> <ul style="list-style-type: none"> • know what John and Frederick, two traveller-explorers, discovered in 1839 • know the social and religious importance of the Maya ball game pok-a-tok <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • know why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940, justifying their reasoning using numerical and written evidence <p>Richard III:</p> <ul style="list-style-type: none"> • know why the actions of Richard III made people so angry and dislike him. Know why Richard III was given such a grand burial hundreds of years after his death. • know how to consider the many possible reasons why the Richard III was defeated by Henry Tudor and reach a conclusion as to which might be the most important <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • know the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899 <p>Trojan horse:</p> <ul style="list-style-type: none"> • know the significance of the Germany archaeologists 1870s discovery <p>British Empire:</p> <ul style="list-style-type: none"> • know who David Livingston was and have considered the role of explorers in forming a British Empire <p>Ancient Egypt</p>

	<p>Great Explorers:</p> <ul style="list-style-type: none"> • know the qualities possessed by Ranulph Fiennes and give reasons why he is recognised as the world's greatest living explorer • know why the achievements of Neil Armstrong were so significant in the history of mankind and what enabled him to accomplish what he did 		<ul style="list-style-type: none"> • Know what Howard Carter found in Egypt in 1922 and the historical significance of these findings
Empathy	<p>For instance:</p> <p>Begin to consider the motives, decisions, and actions of others.</p>	<p>For instance:</p> <p>Impartially consider the motives, decisions, and actions of other people/s.</p>	<p>For instance:</p> <p>Place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.</p>
Knowledge and learning	<p>1960's Toys:</p> <p>know how to describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then</p> <p>Titanic</p> <ul style="list-style-type: none"> • Know how the events of the Titanic changed the way we viewed different classes <p>Charles:</p> <ul style="list-style-type: none"> • know some of the ways in which the First World War changed how adults were able to behave in Britain 	<p>Stone Age:</p> <ul style="list-style-type: none"> • recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence) <p>Bronze Age:</p> <ul style="list-style-type: none"> • know how to empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age <p>Iron Age:</p> <ul style="list-style-type: none"> • know how to describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age <p>Romans:</p> <ul style="list-style-type: none"> • know how to compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the 	<p>Mayans:</p> <ul style="list-style-type: none"> • understand the purpose of the ancient Maya city of Chichen Itza <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • consider what might have occurred if Nazi Germany had won the Battle of Britain and secured precious air supremacy <p>Richard III</p> <ul style="list-style-type: none"> • know why the actions of the Richard III made him so unpopular and understand how Henry Tudor ended such a tumultuous time in England <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • recognise the qualities required in a great ruler and can they compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty <p>Trojan horse:</p>

	<p>Great Fire of London</p> <ul style="list-style-type: none"> know how Thomas Farriner was treated after the event. <p>Local History:</p> <ul style="list-style-type: none"> know the causes and effects of the a change in monarchy on Grace Dieu Know the cause and effect of the building of the M1 motorway on our local area. <p>Great Explorers:</p> <ul style="list-style-type: none"> know why the accomplishments of Amy Johnson can be considered remarkable given the role of women in society at the time 	<p>likely outcome of their battle and justify their decision</p> <ul style="list-style-type: none"> know how to explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know how to identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan <p>Vikings:</p> <ul style="list-style-type: none"> know how to empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread 	<ul style="list-style-type: none"> know what other explanations there could be for the origin of the story of the Trojan Horse <p>British Empire:</p> <ul style="list-style-type: none"> know how to interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared <p>Ancient Egypt</p> <ul style="list-style-type: none"> know and interpret a range of evidence to reach a conclusion and make a judgement about how Tutakhamun died.
Causation	<p>For instance:</p> <ul style="list-style-type: none"> Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events. 	<p>For instance:</p> <ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. 	<p>For instance:</p> <ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did. Demonstrate knowledge of the root causes and outcomes of historical events, situations and changes.
Knowledge and Learning	<p>Titanic</p> <ul style="list-style-type: none"> Know how the impact of the disaster affected both sides of the Atlantic and how it affected social classes. <p>Charles:</p> <ul style="list-style-type: none"> know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today <p>Great Fire of London</p> <ul style="list-style-type: none"> know some of the reasons that the fire spread so 	<p>Stone Age:</p> <ul style="list-style-type: none"> know what impact the change in knowledge and technology had to the way of life of Stone Age Britons <p>Bronze Age:</p> <ul style="list-style-type: none"> know and understand that the process of smelting bronze from copper and tin heralded the end of the Stone Age in Britain <p>Iron Age:</p> <ul style="list-style-type: none"> know the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2000 years ago <p>Romans:</p> <ul style="list-style-type: none"> know about Boudica's physical appearance from primary sources 	<p>Mayans:</p> <ul style="list-style-type: none"> understand the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant <p>Richard III:</p> <ul style="list-style-type: none"> understand how the monarchy changed after the defeat at Bosworth.

	<p>quickly.</p> <p>Local History:</p> <ul style="list-style-type: none"> • know some of the ways in which the First World War affected people in their own locality <p>Great Explorers:</p> <ul style="list-style-type: none"> • know the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did 	<p>and make a judgement about the causes and effects of her harsh treatment by the Romans</p> <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know why Britain converted to Christianity following the visit of Augustine and make a reasoned judgement about what the message from Pope Gregory to King Ethelbert might have been <p>Vikings:</p> <ul style="list-style-type: none"> • know how to interpret a range of course evidence to explain why most Viking/Norsemen travelled to Britain in Anglo-Saxon times and justify their judgement 	<ul style="list-style-type: none"> • know how to consider the many possible reasons why Richard III was defeated and reach a conclusion as to which might be the most important • know what happened when the bones of Richard III were discovered in the car park <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • know the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision <p>Trojan horse:</p> <ul style="list-style-type: none"> • know about Greek life and achievements and their influence on the Western world <p>British Empire:</p> <ul style="list-style-type: none"> • know of the countries that currently belong to the Commonwealth and can explain the purposes and benefits of being part of this organization <p>Ancient Egypt</p> <ul style="list-style-type: none"> • know the significance of finding Tutankhamun's tomb and understand how this explained life in Ancient Egypt
Sources	<ul style="list-style-type: none"> • Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought. • Every historical source provides some information about the past although some sources will inevitably be considered more significant than others. 		
	<p>1960's Toys:</p> <ul style="list-style-type: none"> • know how to identify and describe some of the most popular toys and games of the 1960s <p>Titanic</p> <ul style="list-style-type: none"> • Know how people on board the Titanic were treated due to their class through pictures and statements. <p>Charles:</p> <p>know how to compare and contrast means of communication in Britain during the time of the First World War with today</p>	<p>Stone Age:</p> <p>know how to describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age</p> <p>Bronze Age:</p> <p>know how to identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age</p>	<p>Mayans:</p> <ul style="list-style-type: none"> • infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments - justifying their conclusions <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • know how to evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reached a judgment

	<p>Great Fire of London</p> <ul style="list-style-type: none"> Know the significance of Samuel Pepys diary to our knowledge of the events in 1066. <p>Local History:</p> <ul style="list-style-type: none"> know how pictures of our village give us an insight into what life was like. <p>Great Explorers:</p> <ul style="list-style-type: none"> know why the map of the known world from the time of Christopher Columbus looks different to our modern-day map of the world 	<p>know how to identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer</p> <p>Iron Age: know how to interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time</p> <p>Romans: know how to interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans</p> <p>Anglo-Saxons: know how to identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out</p> <p>Vikings: know how to interpret a range of source evidence to explain why most Viking/Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment</p>	<p>about how serious that threat was</p> <p>Richard III</p> <ul style="list-style-type: none"> know how to evaluate a range of sources to reach a judgement about why Richard III lost the Battle of Bosworth and was such an unpopular King. <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know how to make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976 <p>Trojan horse:</p> <ul style="list-style-type: none"> know how to evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions <p>British Empire:</p> <ul style="list-style-type: none"> understand the significance of extracts of speeches made by two Indian politicians in 1942 and 1947 <p>Ancient Egypt</p> <ul style="list-style-type: none"> Understand the significance of the artefacts located in Tutakhamun's tomb.
Historical Terms	<p>For instance:</p> <ul style="list-style-type: none"> Begin to develop the use of a wide range of historical terms, including chronological vocabulary and subject specific terminology. 	<p>For instance:</p> <ul style="list-style-type: none"> Develop the use of appropriate subject specific terminology and chronological vocabulary. Begin to record knowledge and understanding using subject specific terminology and chronological vocabulary appropriately. 	<p>For instance:</p> <ul style="list-style-type: none"> Record knowledge and understanding in a variety of ways, using dates, subject specific terminology and chronological vocabulary appropriately.

Progression in Historical Vocabulary and Concepts document provides staff members with a progression in vocabulary linked to the Connected Curriculum that is both comprehensive and well-sequenced, from EYFS to Year 6. It includes Tier 2 'Grow' vocabulary (limited to 4/5 words per unit) that will be explicitly taught to pupils. These words need to be taught through strategies that ensure deep processing and multiple exposure to the words if children are to secure them in their long-term memory. Words that are applicable to for both

History and Geography are indicated within the document. Vocabulary that covers key concepts, the Big Ideas of the curriculum, (often referred to as substantive concepts) are revisited throughout as continuous strands are also indicated. These words need to be explicitly taught and will be revisited multiple times during children's learning experience. This will ensure children have firm foundations on which to progress.

Understanding the importance of historical concepts

When planning History for children in the EYFS (and at any stage of learning) it is particularly important to embed provision in the core concepts or main ideas, principles, and theories which underpin the subject. Concepts are the intellectual building blocks of any subject and from a young age they enable learners to connect abstract thoughts and information to deepen their understanding of the knowledge they have learned.

The key concepts that underpin the study of history are:

Change - The process or actions by which something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Change can be positive and precipitate social and economic progress, or it may be considered regressive and have negative outcomes. Historians seek to identify, describe, explain, and evaluate the impact of change over time.

Continuity - Although many things about a society may change over time historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain much the same.

Causation - The relationship between events where one thing occurs because of another. Causation recognises that every event is the consequence of something that has happened previously, and this most recent event will in turn be the cause of something occurring in the future.

Significance - The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.

Similarity and difference - Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.

Perspective - When attempting to interpret and make meaning of the past historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences. Consequently, historians will frequently see the same event differently and use different language to make sense of it.

Sources - Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.

Chronology - Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of chronological thinking - the deliberation undertaken to arrive at a decision.

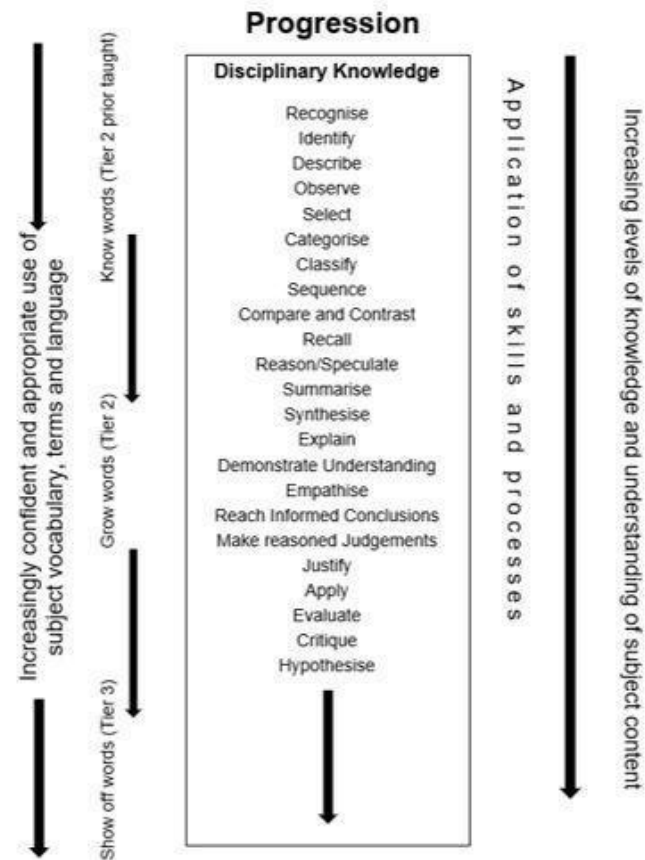
Empathy - The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.

Disciplinary Knowledge in History:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in history allows pupils to gain a deeper understanding of events in History by connecting and applying what they know (substantive knowledge).

An example of substantive and disciplinary knowledge is illustrated in the following table:

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for History. Each of our History units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge)



The Progression in Disciplinary knowledge also develops as the children progress the school and can be seen interwoven into the above document.