









## History Progression – disciplinary knowledge (skills)

EYFS Area Of Learning: Past and Present							
<u>2 Year Olds:</u>		<u>3-4 Years:</u>		<u>Reception</u>			
<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Make connections between the features of their family and other families.</li> </ul>		<p style="text-align: center;">Begin to make sense of their own life-story and their families history.</p>		<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p style="text-align: center;"><u>Early Learning Goal:</u></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>			
	<b>Chronology</b> 	<b>Historical knowledge</b> 	<b>Historical understanding (cause &amp; consequence, continuity &amp; change)</b> 	<b>Historical interpretation</b> 	<b>Historical enquiry</b> 	<b>Communicate historically</b> 	<b>Vocabulary</b> 
<b>Year 1</b>	I can place artefacts, significant figures and events on a timeline.	I can simply describe historical events and significant people studied.	I can begin to simply explain why things happen. I can draw comparisons between the past and the present day.	I can use some sources to find out about the past and identify some of the ways the past is represented.	I can ask simple questions about the past and begin to answer them.	I can talk about the past.	I can use historical vocabulary from the Year 1 vocabulary list.
<b>Year 2</b>	I can place artefacts, historical figures and events on a timeline using dates.	I can describe historical events and significant people with more detail.	I can explain why things happened and start to describe simple consequences. I can make comparisons between the past and present and other periods studied.	I can use a range of sources to find out about the past and describe different ways it has been represented.	I can ask questions about the past and use evidence to begin to find answers to questions.	I can talk about the past with more detail, using some key vocabulary.	I can use historical vocabulary from the year 2 vocabulary list.
<b>Year 3</b>	I can place artefacts and events on a period-specific timeline using dates.	I can talk about the historical events of the periods studied.	I can explain the causes of different events and describe consequences in more detail.	I can describe different accounts of a historical event.	I can use evidence to ask questions and find out answers to questions about the past.	I can begin to communicate about the past in a range of ways,	I can use historical vocabulary from the year 3 vocabulary list.

			I can describe change and continuity throughout a period of history and suggest reasons for this.			using a range of sources.	
<b>Year 4</b>	I can understand where different historical periods are in relation to each other chronologically.	I can confidently talk about key events in historical periods studied.	I can suggest causes and consequences of the main events and changes in history.  I can compare some of the historical periods studied and show an understanding of change over time.	I can explain why some historical accounts differ.	I can suggest and use multiple sources of evidence for historical enquiry.	I can communicate about the past in a range of ways using a range of sources.	I can use historical vocabulary from the Year 4 vocabulary list.
<b>Year 5</b>	I can represent continuity and change on a timeline.	I can talk about the key events of the periods studied and make some links to other events in the past.	I can understand the concept of continuity and change over time using evidence.  I can give a broad overview of the periods studied and make comparisons.	I can show understanding that no single source of evidence gives the full answer to questions about the past and understand the concept of propaganda.	I can use information to form testable hypotheses about the past.	I am able to choose the most appropriate method for communicating about the past.	I can use historical vocabulary from the Year 5 vocabulary list.
<b>Year 6</b>	I can sequence different historical periods and events chronologically.	I can confidently talk about the key events of the periods studied and relate these to other events in the past.	I can explain the causes of different events in history and describe the direct and indirect consequences of these.  I can identify periods of rapid change in history and contrast them with times of relatively little change.	I can select suitable sources of evidence and analyse them to justify claims about the past and prove or disprove a hypothesis.	I can refine lines of enquiry as appropriate.	I can confidently communicate information about the past and come up with original ways to present information and ideas.	I can use historical vocabulary from the year 6 vocabulary list.

Pupils who are working above age related expectations will demonstrate a deeper understanding of the content covered and will be able to apply key knowledge and skills in other areas of the curriculum.

## History Progression – substantive knowledge (concepts)

	Who, When, Where	Settlements and society	Technology and invention	Invasion and empire	Significant people	Vocabulary 
<b>Pupils should be taught about:</b>						
<b>Year 1 and Year 2</b>	<p>The Great Fire of London – 1666 – Pudding Lane.</p> <p>The Gunpowder Plot – 5<sup>th</sup> November 1605</p> <p>Queen Elizabeth II Rosa Parks</p> <p>The Printing Press The Steam Engine</p> <p>Toys through time Transport in Selby</p> <p>Florence Nightingale Neil Armstrong</p> <p>Through the generations – 1980s – 2000s.</p> <p>Local history of Selby Abbey</p>	<ul style="list-style-type: none"> <li>• Why the Great Fire of London spread so quickly and how this changed things in Britain.</li> <li>• Rosa Parks and her fight for equality in America.</li> <li>• The local history of Selby, including transport.</li> <li>• The local history of Selby Abbey.</li> <li>• How culture and society has changed in living memory, from the 1980s to 2000s.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of steam engines in Britain and their uses.</li> <li>• The impact of the printing press and its uses.</li> <li>• Toys through time, how these have changed and why.</li> <li>• Local transport and how this has changed over time.</li> <li>• How space travel has changed between Neil Armstrong’s moon landing and now.</li> <li>• How technology has changed in living memory, from the 1980s to 2000s.</li> </ul>	<ul style="list-style-type: none"> <li>• The reasons behind the gunpowder plot.</li> <li>• The monarchy and Queen Elizabeth II as the longest reigning monarch in Britain.</li> <li>• Why Florence Nightingale’s work was so important at the time.</li> </ul>	<ul style="list-style-type: none"> <li>• George Stephenson building the Rocket.</li> <li>• Guy Fawkes as the most famous of the gunpowder plotters.</li> <li>• Rosa Parks and her involvement in the bus boycott.</li> <li>• Queen Elizabeth II, her life and achievements.</li> <li>• Florence Nightingale, her achievements and her legacy in nursing.</li> <li>• Neil Armstrong and his achievements in Space.</li> <li>• The abbots of Selby, including the name of our school as Barwic Parade.</li> </ul>	<p>Past Present Timeline Significant Chronological Achievement Order Old /older /oldest Here / now / then Monarch Invention Artefacts Transport Evidence Equal / equality Reign</p>

<p><b>Year 3 and Year 4</b></p>	<p>Roman Britain 43AD – 410AD.</p> <p>Ancient Egypt 5000BC – 30BC</p> <p>Victorian England – 1837 -1901.</p> <p>Stone Age to Iron Age- 900,000BC – 43AD</p> <p>Local history – mining.</p> <p>Ancient Greece – 1200BC – 146BC</p>	<ul style="list-style-type: none"> <li>• Roman towns and religion, language, class and the legacy of the Romans.</li> <li>• The importance of the River Nile, Egyptian beliefs about the afterlife, mummification, food and farming and class structures.</li> <li>• The move of people from rural to urban areas during the Victorian era. Poverty, education, employment and working children.</li> <li>• The settlement of hunter gatherers from Stone Age to Iron Age Britain, including Skara Brae and Iron Age hill forts.</li> <li>• Local history of mining and how settlements grew from this industry.</li> <li>• Ancient Greek society, including democracy, class, beliefs and pastimes.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact the Romans had on Britain through what they built.</li> <li>• Ancient Egyptian technology and inventions, including the pyramids.</li> <li>• The industrial revolution and how this changed Britain during the Victorian period.</li> <li>• Victorian inventions, including the railways, the telephone, electric lightbulbs and the motorcar.</li> <li>• The history of Britain from Stone Age to Iron Age, including tools, materials and Stonehenge.</li> <li>• Local history of mining and how this changed over time.</li> <li>• Ancient Greek technology, inventions and their impact today.</li> </ul>	<ul style="list-style-type: none"> <li>• Who led the Roman invasion attempts on Britain, when they happened, why they chose to invade and the success of the Roman army.</li> <li>• The reign of Queen Victoria and how the British Empire spread around the world.</li> <li>• Celtic warriors and their impact as part of British history.</li> <li>• Conflict within Ancient Greece (Athens and Sparta) and the role of Alexander the Great in the spread of the empire.</li> </ul>	<ul style="list-style-type: none"> <li>• Boudicca’s rebellion: who she was and why she fought against the Romans.</li> <li>• Howard Carter and his discoveries of Ancient Egypt. King Tutankhamun and his significance.</li> <li>• Queen Victoria as the second longest reigning monarch.</li> <li>• Lord Shaftesbury and his role improving children’s working conditions.</li> <li>• Alexander the great as a leader during Ancient Greece.</li> </ul>	<p>Hunter –gatherers</p> <p>Prehistory</p> <p>Nomadic</p> <p>Rebellion</p> <p>Settlements</p> <p>Society</p> <p>Centuries</p> <p>Invasion</p> <p>Conqueror</p> <p>Pharaoh</p> <p>Enquiry</p> <p>Period</p> <p>Industrial revolution</p> <p>Consequence</p> <p>Cause</p> <p>Primary source</p> <p>Secondary source</p>
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<p><b>Year 5 and Year 6</b></p>	<p>Ancient Maya – 2000BC – 1000AD</p> <p>Anglo-Saxons and Scots in Britain – 410AD – 787AD</p> <p>The Vikings – 787AD – 1100AD</p> <p>World War Two – 1939 – 1945</p> <p>The Shang Dynasty – 1600BC – 1046BC</p> <p>The Tudors – 1485AD – 1603AD</p>	<ul style="list-style-type: none"> <li>• Ancient Mayan settlements, religious beliefs, class structure, food and farming.</li> <li>• Anglo-Saxon settlements (including Sutton Hoo) and how society changed after the Romans left Britain.</li> <li>• Viking longhouses, the local history of Jorvik, religion, class structure, sagas and pastimes.</li> <li>• Evacuation, rationing, the role of women, the blitz and the overall impact of War on Britain.</li> <li>• Shang houses, class system, jobs, beliefs and pastimes.</li> <li>• Tudor monarchy, houses, fashion, food, beliefs, pastimes, law and punishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Mayan inventions, including an advanced number and writing system.</li> <li>• Changes from Roman Britain to Anglo-Saxon Britain.</li> <li>• Viking technology and inventions and how this changed the country.</li> <li>• Weaponry and inventions during World War Two.</li> <li>• The invention of a writing system and the advancement of bronze usage during the Shang Dynasty.</li> <li>• The beginning of the Church of England during Tudor rule.</li> <li>• The Tudor period as the ‘age of exploration’ and legacies such as Shakespeare’s works and the printing press.</li> </ul>	<ul style="list-style-type: none"> <li>• Why the Mayan civilisation was one of the longest lasting in history.</li> <li>• The reasons behind the Anglo-Saxon invasion of Britain and the impact this had.</li> <li>• Why the Anglo- Saxon rule ended, the Viking invasion of Britain and the reasons behind this, including reference to Lindisfarne.</li> <li>• The causes of World War Two, who was involved, the key events and how it ended.</li> <li>• Why the Shang Dynasty ended, including the conflict with Zhou Dynasty.</li> <li>• The Spanish Armada invasion during the Tudor period.</li> </ul>	<ul style="list-style-type: none"> <li>• Pakal the Great as one of the most famous Mayan kings.</li> <li>• Beowulf as a myth/ legend.</li> <li>• Alfred the Great and his role in creating unity during the Viking period.</li> <li>• The leaders of Britain and Germany during World War Two – Winston Churchill and Adolf Hitler.</li> <li>• Fu Hao of the Shang Dynasty and how we know about her life through her tomb.</li> <li>• Henry VIII, his rule and his six wives.</li> </ul>	<p>Era</p> <p>Continuity</p> <p>Causation</p> <p>Propaganda</p> <p>Bias</p> <p>Allies</p> <p>Raid</p> <p>Hypothesis</p> <p>Hierarchy</p> <p>Theory</p> <p>Myth / legend</p> <p>Archaeologist</p> <p>Class</p> <p>Evacuation</p> <p>Rationing</p> <p>Civilisation</p> <p>Dynasty</p>
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