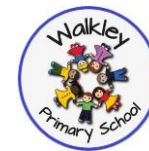


HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

DISCIPLINARY CONCEPTS – How do historians think?						
	Significance – How do historians decide what was important?	Similarity & Difference – How do historians compare within the same time period?	Cause & consequence – How do historians explain how one thing led to another?	Continuity and change – How do historians observe how things change over time?	Enquiry – How do historians use sources to gather evidence of the past?	Interpretation – How do historians use evidence to form interpretations?
Nursery	Some people in my life are very important. <i>e.g. Mum, Dad.</i> Some people have important jobs. <i>e.g. nurses, firefighters.</i>	Recognising similarities and differences in the world around them. <i>e.g. cows and chickens are both farm animals, but one has four legs and the other has two legs and wings.</i>	Understanding cause and consequence in the world around them. <i>e.g. Kicking a ball makes it roll.</i>	Some people are in Nursery every day, but some people are not. Start to recognise change over time – seasons, growth, learning.	Begin to be able to answer questions such as ‘How do you know that it is raining?’ by referring to external stimuli. <i>e.g. It's raining because I'm wet. It's raining because the sky's grey.</i>	Begin to be able to answer questions such as ‘How do you think they are feeling?’ by making reasonable inferences (even if they aren't exactly right). <i>e.g. They are sad because they have lost heir ball.</i>
FS2	Talk about significant events in their own lives. <i>e.g. a birthday, a holiday.</i>	Notice similarities and differences between different times, objects and events. <i>e.g. We had a party at Christmas and for Eid, but it was cold at Christmas.</i>	Understanding cause and consequence in the school rules. <i>e.g. Not following the rules results in a warning. Being good leads to a reward.</i>	Continue to recognise change over time – changing RWInc group, new additions to the class.	Begin to be able to answer questions such as ‘How do you know that it is raining?’ by referring to external stimuli. <i>e.g. It's raining because I'm wet. It's raining because the sky's grey.</i>	Begin to be able to answer questions such as ‘How do you think they are feeling?’ by making reasonable inferences (even if they aren't exactly right). <i>e.g. They are sad because they have lost heir ball.</i>

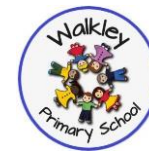


HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Significance	Similarity & Difference	Cause & consequence	Continuity and change	Enquiry (sources and evidence)	Interpretation
Year 1	Know and recount episodes from stories and significant (important) events in history. <i>e.g. The Gunpowder Plot.</i>	Children should choose and use parts of stories to show that they know and understand key features of events.	Begin to understand how one event leads to another. <i>e.g. How the Great Fire of London spread.</i>	Children begin to recognise that the world has changed since their parents and grandparents were children, and can talk about some things that have stayed the same and some things that have changed. Children can recognise some similarities and differences between the past and the present.	Children can: • observe or handle evidence to <u>ask</u> simple questions about the past; • observe or handle evidence to <u>suggest answers</u> to simple questions about the past on the basis of simple observations.	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Year 2	Describe significant (important) individuals from the past. Begin to understand that 'significant' means that they changed the way that things worked. <i>e.g. civil rights, invention of telephone</i>	Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	Understand that there are reasons why people in the past acted as they did. <i>e.g. Rosa Parks on the bus.</i>	Children can make reference to specific points in history which caused a change. <i>e.g. an important invention or women's right to vote.</i> Pupils should identify similarities and differences between ways of life in different periods.	Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children begin to choose and select evidence and say how it can be used to find out about the past.	Children can: • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past.

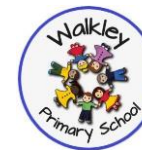
HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Significance	Similarity & Difference	Cause & consequence	Continuity and change	Enquiry (sources and evidence)	Interpretation
Year 3	Talk about how certain important events revolutionised society. <i>e.g. How the invention of bronze tools completely changed society.</i> Be able to talk about the lives of significant individuals and their achievements. <i>e.g. Alexander the Great.</i>	Begin to identify key features, aspects and events of the time studied. Children can find out about the everyday lives of people in the society studied compared with another. <i>e.g. high and low class society in Athens vs Sparta</i>	Explain why certain changes took place and the consequences that arose from them. <i>e.g. Bronze replacing stone as a material because of the advent of ore mining (and the discover of smelting) and the movement of people facilitating progress.</i>	Children should note connections, contrasts and trends over time.	Refer to learning to answer questions. <i>e.g. Would you rather live in ancient Athens or Sparta? I would rather live in Sparta because girls were treated more equally.</i> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Understand that historians have different interpretations of the past, and begin to explain why this is the case. <i>e.g. there is not enough evidence to form a full picture.</i> Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Year 4	Be able to talk about the lives of significant individuals, their achievements and how they changed the world that they lived in. <i>e.g. Chosen as king of both kingdoms, Athelstan united Mercia and Wessex. He then went on to bring Northumbria into his new kingdom of Angla-londe (England). He dominated the entire island as the self-proclaimed King of All-Britain. The victory at the Battle of Brunanburh solidified his rule and an 'English' cultural unity, as well as creating divisions which lasted for centuries.</i>	Describe connections and contrasts between aspects of history, people, events and artefacts studied. Compare two different societies. <i>e.g. Were the Anglo-Saxons and Vikings really that different?</i>	Children to consider cause and consequence at a more human, emotional level. <i>e.g. How did having to flee her home at age 7 during the Christmas attack on Chippenham affect Æthelflæd's drive to eject the Vikings from Mercia?</i>	Note key changes over a period of time and be able to give reasons for those changes. Children can explain how people and events in the past have influenced life today. Discuss how borders have changed and stayed the same. <i>e.g. The Roman road of Watling Street became the border of the Danelaw. Meers Brook, Limb Brook and the River Sheaf were the border between the Anglo-Saxon kingdoms of Mercia and Northumbria. Over a thousand years later, they were still the border between Derbyshire and Yorkshire.</i>	Children can: • use a range of primary and secondary sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research.	Children should understand how our knowledge of the past is constructed from a range of sources. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.



HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Significance	Similarity & Difference	Cause & consequence	Continuity and change	Enquiry (sources and evidence)	Interpretation
Year 5	Understand that 'significance' changes depending upon a person's point-of-view. <i>e.g. The effect upon a family vs the effect up a country vs the effect upon the world.</i>	Children can identify and note connections, contrasts and trends in the everyday lives of people vs the ruling class. <i>e.g. the life of Mary, Queen of Scots as a prisoner compared to a commoner.</i>	Examine causes and results of great events and the impact these had on people. <i>e.g. A consequence of the industrial revolution was a rise in the level of pollution in Britain.</i>	Note key changes over a period of time and be able to give reasons for those changes. <i>e.g. How did the Industrial Revolution change the way of life of everyone in Britain?</i>	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Children should understand how our knowledge of the past is constructed from a range of sources. Children can look at more than two versions of the same event or story in history and identify differences.
Year 6	Create a 'hierarchy' of causes, ordering them from most significant to least significant and give reasons for their choices.	Children can identify and note connections, contrasts and trends in the everyday lives of people vs the ruling class across multiple locales with references to specific examples. <i>e.g. The quality of living on the front compared to rationing etc.</i>	Examine causes and results of great events and the impact these had on people in greater detail, including developing an understanding that there may be more than one cause. <i>e.g. the reasons behind the Black Lives Matter movement.</i>	Children should be able to identify key changes over a period of time and be able to explain why some things have changed and some things have stayed (more or less) the same. <i>e.g. The make up of Europe before and after WWI.</i>	Children can: • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer.	Children can: • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources. <i>e.g. Bias doesn't mean that it's unreliable because it tells us what one side of the story thought.</i>



HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

SUBSTANTIVE CONCEPTS								
	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Nursery	Understanding of 'today', 'tomorrow' & 'yesterday'.	Understanding that we are all part of Nursery. Understanding that we all follow the same rules.	Related to traditional tales. Understand the words 'king', 'queen', 'prince' & 'princess' enough to be able to identify characters in a story book.		Understanding of 'teacher'.	We keep ourselves clean. We tidy up after ourselves. Begin to understand sharing.	Children might have an understanding of a church as a building.	Begin to form an idea of gentle play.
FS2	Understanding of 'last week' 'this week' & 'next week'.	Understanding that we are all part of both our class <i>and</i> Reception. We also make up par of Walkley Primary School. Understanding that we all follow the same rules.	Start to expand their use of the semantic field of monarchy: 'crown', 'throne', 'kingdom'.		Understanding of 'headteacher'.	Be able to name parts of the house / school. Develop sharing skills further.	Children develop an understanding of a church as a building where some people go to pray.	Begin to learn the second school rule: "Hands, feet and objects to yourself."



HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Year 1	Know the current year. Be able to say the months of the year in order. Understanding of the words 'past', 'present', 'future', 'older', 'newer'. Begin to explain what has changed between their grandparents' childhoods and their own.	Begin to understand that Walkley is a part of Sheffield in the UK. Understanding that we all follow the same rules so that everyone can learn, feel safe and be happy. Know that there are rules for the whole country called 'laws'.	Develop an understanding that a monarch (king/queen) rules over a kingdom. Able to name our current monarch and name our country as the 'United Kingdom'.		Understanding of 'headteacher' and 'deputy headteacher'. Able to name the UK's Prime Minister as the leader of the country.	Able to name parts of a village, town and city and state their use. Begin to recognise that there are differences between modern day living standards to those in the past.	Children develop an understanding of a church as a building where Christians go to pray. Children begin to be able to identify pictures of a church and locate a ⊕ symbol on a map.	Develop the ideas of personal space. Discuss feelings when other have taken from, or pushed, us.
Year 2	Understand that we count years progressively, so events in the past will have happened in "years with a smaller number" than now. Be able to place significant events/progression of technology in order on a timeline.	Develop the idea of community. Begin to form an idea of nationality as a feeling of belonging or home. Introduction to the idea of Britishness. Further embed idea of shared rules (laws).	Understand that there are monarchs in other places around the world. Able to appropriately use the word 'emperor' as the leader of a country. <i>e.g. emperor of Japan.</i>	Introduction to the term 'emperor'.	Develop an understanding of 'one person, one vote' within the classroom. Begin to understand the concept of voting for leaders. Able to talk about how people have campaigned for fair voting rights. <i>e.g. suffragettes, civil rights movement.</i>	Able to compare and contrast the living standards of the UK in the past to the modern day in simple terms.	Children begin to develop an understanding of a church / temple as a place of worship.	Develop an understanding of the word 'invasion' as 'entering someone else's space' through invasion games in PE.

HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Year 3	Begin to understand the concept of AD/CE and BC/BCE. Be able to use the phrase 'pre-history' to refer to periods before written records. <i>e.g. the stone age</i> Understanding of the words 'decade' and 'century'.	Develop the idea of nationality further to being able to belong to more than one place. <i>e.g. an ancient Greek living in Athens would consider themselves an Athenian <u>and</u> Hellenistic.</i> Develop the idea that, as well as following agreed laws, a civilisation shares a common language and values.	Develop an understanding of democracy (rule of the many) and monarchy (rule of one). Make links to the UK government (constitutional monarchy). <i>e.g. Was Athens a true democracy?</i>	Introduce the term: 'empire' as an area larger than a kingdom ruled by an 'emperor'.	Further explore the concept of far voting and governance through ancient Greece. Be able to talk about the differences between leadership in Athens and Sparta. Introduction to the terms 'democracy' and 'republic'. Understand that Athens was not a true democracy as the people who were allowed to vote was limited. <i>i.e. What should a democracy look like?</i>	Compare and contrast the living standards of different people living in the past. <i>e.g. rich / poor, Athens / Sparta</i>	Children begin to develop an understanding of a church / temple as both the centre of a community and a place of worship.	Understand invasion as an army entering a country to take control of it by force. <i>e.g. Persian invasion of Sparta. Alexander the Great's invasion of Persia..</i>

HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Year 4	Further solidify concept of AD/CE and BC/BCE, including that unlike counting through negative numbers, there is no Year Zero. Understanding of the language around centuries develops: AD900-AD999 = 10th Century. Understanding of the word 'millennium / millennia'. Begin to use 'temporal anchor points' to form a deeper understanding of chronology (up to AD1066). <i>e.g. AD43 = Romans Invade Britain, AD410 = Roman Withdrawal, AD1066 = Norman Conquest</i>	Develop the idea of distinct nationality further. <i>e.g. The Angles and Saxons were very similar but considered themselves separate. They would even form separate kingdoms in Britain to delineate even further. An Angle from Northumbria may feel more affinity with another Angle from Mercia than a Saxon from Wessex, but Northumbria and Mercia still went to war with each other more than once. It wasn't really until after the Battle of Brunanburh in AD937 that a feeling of 'Englishness' began to prevail amongst the Anglo-Saxons.</i> Further develop the idea that, as well as following agreed laws, a civilisation shares a common language and values.	Children to understand that at its core, a king was the leader of a warband who was responsible for protecting their followers. Expand the concept of 'prince' to an Anglo-Saxon 'ætheling' (any young male in the royal family favoured for power) could be elected to the position of cyning (king) by the witenagemot (royal council). Introduce the idea that more than one person could make a claim on kingship. <i>e.g. Who was Edward the Confessor's heir?</i> Introduce the idea that a monarch's power was limited. <i>e.g. resistance to Athelstan in Wessex.</i>	Further develop the concepts of kingdom, republic and empire. <i>e.g. through comparison of the proliferation of Rome (kingdom, republic, empire) and the progression from Anglo-Saxon settlement to heptarchy to Athelstan's hegemony over Britain (a failed empire) to the North Sea Empire of Cnut the Great.</i> Understand that an 'empire' is the realm of an 'emperor'. It may have started as a kingdom or as a republic, but through the annexation of other lands, it has grown into an empire.	Begin to develop understanding of the origins of parliament and government in Britain. Be able to use appropriate language to discuss these origins within an appropriate context. <i>e.g. Witenagemot (royal council); moot (local meeting led by a thegn); shire.</i>	Begin to understand that living standards were more complexly organised by social status. <i>e.g. slave, plebeian, citizen, patrician.</i> Compare and contrast the living standards of two historical periods. <i>e.g. Roman town vs Anglo-Saxon burh.</i> Discuss the role of charity in a society. <i>e.g. Athelstan's law that the richest must give food to the poorest on a regular basis.</i>	Children develop their understanding of the beginnings of Christianity. <i>e.g. explaining the terms 'disciple', 'apostle', 'bishop', 'early Church', 'discrimination'.</i> Children develop an understanding of 'the Church' as an organisation leading Christians in how to worship. <i>e.g. Council of Nicea, Synod of Whitby</i> Children develop an idea of the growing importance of the Church through the early Medieval period. <i>e.g. Pope Gregory sending missionaries to Britain, Pope sanctioning the Norman invasion of England.</i>	Understand invasion as being a singular army or a group (or groups) of people with a similar culture / cause entering a country and taking control of it through a period of violent campaigns and/or replacing the current leaders. <i>e.g. the relatively slow shift to Anglo-Saxon control over the Britons (Welsh) compared to the Viking invasions of the mid-9th Century.</i> Children start to develop an understanding of conquerors using language to control the native population. <i>e.g. The distinction between master and servant evident in language roots for food (Old French) and animals (Old English) beef vs cu.</i>

HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Year 5	Further development of understanding of chronology and build up of 'anchor points' across time from the medieval period to modern day. Start to be able to describe changes over time with reference to dates. To identify political, technological and cultural 'periods' of history and identify continuity and changes between them. <i>e.g. Viking Age, Tudor England, Industrial Revolution.</i> To be able to manipulate timelines with increasing level of accuracy (years → months & years).	Develop the idea of civilisation as a way of measuring a level of technology. <i>e.g. bronze age civilisation, industrial civilisation.</i> Able to distinguish between a civilisation (noun) and the use of the word civilisation (verb) as an excuse for colonisation. <i>e.g. 'civilising the savage'.</i>	Develop idea of monarchical dynasties through primogeniture (Tudors, Stuarts etc typically passing from father to son) and claims on the throne further. <i>e.g. Mary, Queen of Scots. The Wars of the Roses.</i> Develop the idea that the power of the monarchy could be limited by others. <i>e.g. Magna Carta, Oliver Cromwell.</i>	An 'empire' is the realm of an 'emperor' (though they may call themselves something else). It may have started as a kingdom or as a republic, but through the annexation of other lands, it has grown into an empire. An empire is usually held together by proliferation of language and culture. Violence is also used to suppress resistance.	Begin to develop an understanding of parliament shifting from advisory to effectively leading the British government. <i>e.g. civil war, Stuart era.</i>	Continue to develop an understanding of living standards across history. Be able to empathise with people living in those conditions and use inference to suggest resulting effects. <i>e.g. disease from dirty water.</i>	Children develop an idea of disagreements within the church leading to different denominations of Christianity. <i>e.g. Catholic Church vs Church of England</i> Understand how these changes effected the lives of common people.	The understanding of invasion being justified as 'expansion' or 'colonisation'. Children to further develop their understanding of how language and culture have been used as means of control. <i>e.g. English schools, sports and forms of government in India. The Welsh Not.</i>
Year 6	Able to make links between cause and effect with reference to a timeline. To be able to manipulate timelines with increasing level of accuracy (years → months & years → exact dates).	Develop the idea of belonging to more than one place through ancestral immigration. <i>e.g. Italian-American heritage.</i>	Understand that the modern monarchies of the world are largely ceremonial.	Understanding of the limitations of empire – world wars as empire killers. Understanding of 'empire' in a wider sense. <i>e.g. Disney's media empire.</i>	Develop understanding of how MPs are elected and how local government works.	Demonstrate an understanding of how living standards can improve or deteriorate, and name some factors which may cause these changes. <i>e.g. war, drought, flooding, gold rush.</i>	Be able to make comparisons between the leadership of the Church and that of other religions <i>i.e. Islam.</i>	Be able to draw distinctions between a military invasion during a war and an invasion during peace time. <i>e.g. Is there a difference between the colonisation of the Americas and the D-Day landings?</i>