

## Progression in History

Concept	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6	Year 7
<b>Chronological Knowledge and Understanding (substantive)</b>	<p>Children will know that the present is now, and that the past is anything before the current moment</p>	<p>Chronological focus: Recent History</p> <p>Children will look at 'living memory' (Toys)</p> <p>Children will look slightly beyond living memory of a local significant individual (Reginald Mitchell)</p> <p>Children will also complete a local history study (pottery)</p>	<p>Chronological focus: Recent History</p> <p>Children will look at 'living memory' (Toys)</p> <p>Children will look slightly beyond living memory, locally in cycle A (Reginald Mitchell) and nationally and globally in Cycle B (GFOL, Nightingale and Seacole)</p> <p>Children will also complete a local history study (pottery)</p>	<p>Chronological focus: Recent History</p> <p>Children will look at 'living memory' (Our monarchy: Elizabeth II)</p> <p>Children will look slightly beyond living memory (within 400 years)</p>	<p>Chronological focus: 2500BC – 700AD</p> <p>Children build a knowledge of prehistory (beyond our calendar) by looking at British prehistory and the Roman occupation.</p>	<p>Chronological focus: 2500BC – 700AD</p> <p>In both years of the cycle, children will build a knowledge of prehistory. One year will have a British focus, while the other looks globally (Egyptians and Mayans)</p> <p>Children will also complete a local history study in the global study year.</p>	<p>Chronological focus: 2500BC – 700AD</p> <p>Children build a knowledge of prehistory (beyond our calendar) by looking at global prehistory.</p> <p>Children will also complete a local history study.</p>	<p>Chronological focus: 700AD – 1066AD</p> <p>Children continue to build a chronological time line of British History from the Romans to the Anglo Saxons and Vikings.</p> <p>Children look at some post-1066 periods in Britain (Tudor and Victorian) through the lens of monarchy</p>	<p>Chronological focus: 700AD to post-1066AD</p> <p>Cycle A – Children will build on Y3/4 chronology of British History (Anglo Saxons and Vikings.) They will look at post-1066 through the lens of Monarchy</p> <p>Cycle B – Children will look at British history through the lens of C&amp;P</p> <p>Children complete a post 1066 study (WWII), building on the concept of war in KS1 (Reginald Mitchell, Crimean War.)</p> <p>Children look at a post-1066 civilisation outside of Britain.</p>	<p>Chronological focus: post-1066AD</p> <p>Children collaborate their knowledge of British chronology by looking at one aspect from the Roman occupation to the 21<sup>st</sup> century (crime and punishment)</p> <p>Children look at post-1066 British history (WWII)</p> <p>Children look at a post-1066 civilisation outside of Britain.</p>	<p>Chronological focus: 1060 – 1509</p> <p>A detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. Williams's consolidation of power.</p>

<p style="text-align: center;"><b>Historical Enquiry (disciplinary)</b></p>	<p>Children will explore images, stories and artifacts from the past</p>	<p>Children will discuss the importance of evidence in learning about the past.</p> <p>Children will be prompted to draw conclusions from sources.</p>	<p>Y1 children will: discuss the importance of evidence in learning about the past, be prompted to draw conclusions from sources,</p> <p>Y2 children will: begin to independently draw conclusions from given sources, question the level of usefulness of sources</p>	<p>Children will begin to independently draw conclusions from given sources.</p> <p>Children will question the level of usefulness of sources</p>	<p>Children will use sources and evidence to draw conclusions independently .</p> <p>Children will discuss if a source is trustworthy.</p>	<p>Y3 children will: use sources and evidence to draw conclusions independently , discuss if a source is trustworthy.</p> <p>Y4 children will: know what a primary and secondary source is and begin to question which is more reliable, begin to source their own evidence</p>	<p>Children will know what a primary and secondary source is and begin to question which is more reliable.</p> <p>Children will begin to source their own evidence</p>	<p>Children will seek out their own sources and evidence through texts and the internet in addition to those provided.</p> <p>Children will discuss the bias of evidence.</p>	<p>Y5 children will seek out their own sources and evidence through texts and the internet in addition to those provided.</p> <p>Children will discuss the bias of evidence.</p> <p>Y6 children will question why a source may have been created to discuss the bias or reliability of it.</p> <p>Children will use evidence and sources they have sourced themselves to back up their learning and claims.</p>	<p>Children will question why a source may have been created to discuss the bias or reliability of it.</p> <p>Children will use evidence and sources they have sourced themselves to back up their learning and claims.</p>	<p>multiple source analysis comparing King John with other Kings of the period such as his brother, Richard I, and his father Henry II.</p>
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<p style="text-align: center;"><b>Interpreting Ideas (disciplinary)</b></p>	<p>Children will focus on one interpretation of an event. E.g. Children will know that Remembrance Day is a way to remember soldiers who died in war</p>	<p>Children will understand that we learn about the past from what people who were there have passed on</p>	<p>Y1 children will understand that we learn about the past from what people who were there have passed on</p> <p>Y2 children will understand that people will remember different things about events.</p>	<p>Children will understand that people will remember and recall different things about events and that this leads to some different opinions</p>	<p>Children will understand that some evidence is written a long time after an event, not by someone who was there. They will understand that sometimes a source may not be trustworthy. (druids)</p>	<p>Y3 children will understand that some evidence is written a long time after an event, not by someone who was there. They will understand that sometimes a source may not be trustworthy.</p> <p>Y4 children will understand that the reality of events can be distorted over time and through being passed on. (link to the whisper game)</p>	<p>Children will understand that the reality of events can be distorted over time and through being passed on. (link to the whisper game)</p>	<p>Children will look at two opposing interpretations of events and suggest reasons why they are opposed. (Lindisfarne)</p> <p>They will understand the idiom, 'history is written by the victor'</p>	<p>Y5 children will look at two opposing interpretations of events and suggest reasons why they are opposed. (Lindisfarne)</p> <p>They will understand the idiom, 'history is written by the victor'</p> <p>Y6 children will look at more than one version of events and discuss why they differ.</p> <p>They will understand that this can be intentional (propaganda) and can help us to understand the intentions of significant people.</p>	<p>Children will look at more than one version of events and discuss why they differ.</p> <p>They will understand that this can be intentional (propaganda) and can help us to understand the intentions of significant people.</p>	<p>A focus on a variety of sources on a topic and children would be expected to use the skills they have developed in previous years to say whether or not a source is reliable. It would also focus on what makes a primary and secondary source as well as different varieties of sources.</p> <p>source analysis to determine whether John should get the title 'Bad King John'</p>
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<p style="text-align: center;"><b>Continuity and Change (substantive)</b></p>	<p>Children gain the knowledge that we grow and change over time (they were a baby in the <b>past</b>)</p>	<p>Toys: children will identify change and continuity through the lens of toys now vs their grandparents' toys</p> <p>Local History (potteries): Children will identify how Stoke-on-Trent is different or the same now versus the pottery boom.</p>	<p>Cycle A: The change and continuity in toys from grandparents' toys and theirs. The changes in Stoke-on-Trent, pottery boom to now.</p> <p>Cycle B: Great Fire: changes in the building of houses and the Fire service.</p> <p>Nursing: how hospitals and nursing has changed or remained the same.</p> <p>Monarchy: how the British empire changed over time and how Britain has changed since Queen Elizabeth came to power.</p>	<p>Great Fire: children will identify the changes in the building of houses and the Fire service.</p> <p>Nursing: Children will identify how hospitals and nursing has changed or remained the same.</p> <p>Monarchy: children will identify how the British empire changed over time and how Britain has changed since Queen Elizabeth came to power.</p>	<p>Stone Age/Bronze and Iron Age: identify change and continuity over British prehistoric periods through the lens of tools, agriculture and housing. Children will discuss how this has continued or changed in current day, i.e. the use of bronze led to swords – do we still use bronze for swords? Do we still use swords at all?</p> <p>Romans: identify the changes that Romans brought to Britain's boundaries and entertainment / architecture.</p>	<p>Cycle A: Children will identify continuity and change as stated in the Y3 column. This is substantive knowledge therefore the difference in progression for Y3 and Y4 children will take the form of Enquiry and Interpretation skills stated.</p> <p>Cycle B: Children will identify continuity and change as stated in the Y4 column. This is substantive knowledge therefore the difference in progression for Y3 and Y4 children will take the form of Enquiry and Interpretation skills stated.</p>	<p>Egypt/Greece: identify continuity and change over two global periods of prehistory. Children will identify how customs such as burials and religious culture has changed from then to now.</p> <p>Local History (canals): identify the changes that canals brought to Stoke-on-Trent.</p>	<p>Anglo Saxon: Children will identify the way religion changed from the end of the Roman Occupation to 1066. Children will discuss how the kingdom boundaries have changed or remained today.</p> <p>Vikings: Children will map the change and continuity in kingdom boundaries throughout Viking invasion.</p> <p>Monarchy: Children discover the ways in which Britain changed throughout the rules of Elizabeth (absolute power, pre-civil war) and</p>	<p>Cycle A: identify the way religion changed from the Roman Occupation to 1066. Children will discuss how the kingdom boundaries have changed or remained today. Children discover the ways in which Britain changed throughout the rules of Elizabeth (absolute power) and Victoria (constitutional )</p> <p>Cycle B: C&amp;P: track the change and continuity of this lens over 1000 years if British history. Identify how relationships between countries changed.</p>	<p>Crime and Punishment: Children will track the change and continuity of this lens over 1000 years if British history.</p> <p>WWII: identify ways that relationships between countries changed because of the world wars.</p> <p>Benin: Identify how trade brought change to Benin (link to canals in Y4)</p>	<p>The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building, harrying of the north, Hereward, Feudalism, Domesday.</p>
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								Victoria (post-civil war) Industrial Revolution)	Identify how trade brought change to Benin		
Cause and Consequence (substantive)	Children will know that we sometimes do things now because of things that happened in the past (Remembrance Day is observed because the soldiers died)	<p>Toys: Identify that increased availability of technology leads to different toys</p> <p>Potteries: Discuss that the landscape of Stoke-on-Trent is a consequence of the pottery industry (bottle kilns)</p> <p>Reginald Mitchell: Identify the consequence of the spitfire on the Battle of Britain</p>	<p>Toys: Identify that increased availability of technology leads to different toys</p> <p>Potteries: Discuss that the landscape of Stoke-on-Trent is a consequence of the pottery industry (bottle kilns)</p> <p>Reginald Mitchell: Identify the consequence of the spitfire on the Battle of Britain</p> <p>Great Fire: know that the great Fire caused change in housing and the fire service.</p> <p>Nightingale and Seacole: identify the</p>	<p>Great Fire: know that the great Fire caused change in housing and the fire service.</p> <p>Nightingale and Seacole: identify the consequences of Nightingale's work on hospitals today.</p>	<p>Bronze/Iron: Know that the discovery of new materials causes change in lifestyle and society.</p> <p>Romans: Identify the cause of Boudicca's rebellion</p>	<p>Cycle A: Bronze/Iron: Know that the discovery of new materials causes change in lifestyle and society.</p> <p>Romans: Identify the cause of Boudicca's rebellion</p> <p>Cycle B: Canals: Discuss the canals as a cause of booming trade in Stoke-on-Trent</p> <p>Egypt: Explain that our learning about the Ancient Egyptians is, in part, a consequence of the Rosetta stone discovery</p> <p>Greece: Discuss the ancient Olympics as the cause behind modern Olympics</p>	<p>Canals: Discuss the canals as a cause of booming trade in Stoke-on-Trent</p> <p>Egypt: Explain that our learning about the Ancient Egyptians is, in part, a consequence of the Rosetta stone discovery</p> <p>Greece: Discuss the ancient Olympics as the cause behind modern Olympics</p>	<p>Anglo Saxons: the Roman's departure caused a return to paganism, which caused the Pope to send St Alban, St Columba, and St Aidan.</p> <p>Vikings: discuss the reasons Vikings had for invading following raids.</p> <p>Monarchy: Explore the change from absolute power of the monarchy to constitutional monarchy</p>	<p>Cycle A: Anglo Saxons: the Roman's departure caused a return to paganism, which caused the Pope to send St Alban, St Columba, and St Aidan.</p> <p>Vikings: discuss the reasons Vikings had for invading following raids.</p> <p>Monarchy: Explore the change from absolute power of the monarchy to constitutional monarchy</p> <p>Cycle B: C&amp;P:: Make the link between change of leader causing change of law and order</p>	<p>Crime and Punishment: Make the link between change of leader causing change of law and order</p> <p>WWII: Identify the link of consequence through WWI, Treaty of Versailles, WWII, country relations.</p> <p>Benin: Discuss the consequences of the introduction of trade to Benin.</p>	<p>A series of detailed investigations. Beckett and Henry, Bad king John and Magna Carta. Black Death and Peasants revolt.</p>

			consequences of Nightingale's work on hospitals today.			ancient Olympics as the cause behind modern Olympics			Identify the link of consequence through WWI, Treaty of Versailles, WWII, country relations. Discuss consequences of the introduction of trade to Benin.		
<b>Similarity and Difference (substantive)</b>	Children will look at images of transport from the past and identify similarities and differences	<p>Toys: Identify similarities and differences between old and new toys</p> <p>Potteries: Identify similarities and differences between two periods of history in Stoke on Trent</p>	<p>Cycle A: Toys: Identify similarities and differences between old and new toys</p> <p>Potteries: Identify similarities and differences between two periods of history in Stoke on Trent</p> <p>Cycle B: Great Fire: know how houses are different today than during the Fire of London</p>	<p>Great Fire: know how houses are different today than during the Fire of London</p> <p>Nightingale and Seacole: Identify how hospitals are different now, during Nightingale's influence, and before Nightingale's influence</p>	<p>Stone/Bronze/ Iron: Identify the similarities and differences between the three prehistoric periods, i.e. housing, weapons, agriculture, invention</p> <p>Romans: Similarities and differences between Roman entertainment and modern/ prehistoric entertainment</p>	<p>Cycle A: Stone/Bronze/ Iron: Identify the similarities and differences between the three prehistoric periods, i.e. housing, weapons, agriculture, invention</p> <p>Romans: Similarities and differences between Roman entertainment and modern/ prehistoric entertainment</p> <p>Cycle B: Egypt: Identify ways that</p>	<p>Egypt: Identify ways that burial rites are similar or different to modern burial rights and prehistoric burials.</p> <p>Greece: Identify how modern Olympics are different to the original Olympics.</p>	<p>Anglo Saxons/Vikings : Compare Anglo Saxon and Viking religious beliefs. Identify how British boundaries are similar or different to boundaries now.</p> <p>Monarchy: Compare the level of power of Elizabeth I and Victoria. Discuss how their rules were similar or different.</p>	<p>Cycle A: Compare Anglo Saxon and Viking religious beliefs. Identify how British boundaries are similar or different to boundaries now.</p> <p>Monarchy: Compare the level of power of Elizabeth I and Victoria. Discuss how their rules were similar or different.</p> <p>Cycle B: C&amp;P: Children will track the</p>	<p>Crime and Punishment: Children will track the similarities and differences of this lens over 1000 years if British history.</p> <p>WWII: Children will identify ways that the war made daily life different</p> <p>Benin: Discuss how Benin society was different to British society in the same era.</p>	<p>Medicine: focus on how medicine has changed since the medieval ear but would also look at how medieval medicine adopted and changed to deal with new diseases, such as the Black Death, and what remedies are kept beyond these events.</p> <p>Crime and punishment: how crime is different from today and what impact the</p>

			Nightingale and Seacole: Identify how hospitals are different now, during Nightingale's influence, and before Nightingale's influence			burial rites are similar or different to modern burial rights (Y4 and prehistoric burials) Greece: Identify how modern Olympics are different to the original Olympics.			similarities/ differences of this lens over 1000 years if British history. Children will identify ways that the war made daily life different Discuss how Benin society was different to British society in the same era.		punishments they implemented had on them within society, whether they worked and whether there was a reduction in crime as a result of the punishments.
<b>Significant events and people (substantive)</b>	Events: Remembrance Day, Bonfire Night  People: Florence Nightingale, Mary Anning and David Attenborough, Robbie Williams	Events: WWII  People: Reginald Mitchell, Wedgewood, Clarice Cliff	Events: WWII, Great Fire of London, Crimean War,  People: Reginald Mitchell, Wedgewood, Clarice Cliff, Samuel Peeps, Florence Nightingale, Mary Seacole, Queen Elizabeth, famous monarchs	Events: Great Fire of London, Crimean War,  People: Samuel Peeps, Florence Nightingale, Mary Seacole, Queen Elizabeth, famous monarchs	Events: Skara Brae discovery, Amesbury discovery, Pompeii  People: Boudicca	Events: Skara Brae discovery, Amesbury discovery, Pompeii, the discovery of the Rosetta Stone, Ancient Olympics  People: Josiah Wedgewood, James Brindley, Boudicca, Tutankhamun, Hippocrates, Archimedes, Alexander the Great	Events: The discovery of the Rosetta Stone, Ancient Olympics  People: Josiah Wedgewood, James Brindley, Tutankhamun, Hippocrates, Archimedes, Alexander the Great	Events: Battle of Hastings, Lindisfarne, Industrial Revolution  People: Alfred the Great, Queen Elizabeth I, Queen Victoria	Cycle A : Events: Battle of Hastings, Lindisfarne, Industrial Revolution People: Alfred the Great, Queen Elizabeth I, Queen Victoria  Cycle B: Events: Gunpowder plot, WWI, WWII, Treaty of Versailles. People: Oba, Winston Churchill	Events: Gunpowder plot, WWI, WWII, Treaty of Versailles  People: Oba, Winston Churchill	Events: Crusades, Black Death, War of the Roses  People: Edward the Confessor, Beckett and Henry, Bad King John,