



History – Progression of disciplinary knowledge

CONSTRUCTING THE PAST

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Bess of Hardwick, Chatsworth and Hardwick Hall, Florence Nightingale and nursing.</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – the Titanic, Florence Nightingale, Mary Seacole</p> <p>Identifying that the past is remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison</p> <p>Building a coherent knowledge of British history from the Anglo-Saxon age to Roman Britain.</p> <p>Building a coherent knowledge of Derby/Belper’s industrial history.</p> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <p>Comparing Britain with the Maya civilisation through: and understanding the reasoning for</p>	<p>Same as Year 3 Plus: Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact.</p>	<p>Same as Year 3 and 4 plus: Developing a deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history

		Remembrance Day, Bonfire Night	similarities/differences between each civilisation And by drawing comparisons to KS1 topics such as Kings and Queens, monarchy			
SEQUENCING THE PAST / CHRONOLOGY						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves. Being able to describe what a chronology is.</p> <p>Identifying that events and changes have happened in order – development of the travel (Titanic)</p> <p>Identifying that there are different periods of time in history – Victorians, 20th Century</p>	<p>Identifying and comparing people from different periods of time – Mary Anning and David Attenborough, Florence Nightingale and Mary Seacole.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘The GFOL happened because at that time most of the buildings were made of</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Building on Key stage one knowledge of chronology and timelines.</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing chronological context of Ancient Greeks</p> <p>Placing chronology of World War 2 within British history</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>

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CONTINUITY AND CHANGE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	<p>Identifying that changes have happened in history that can impact on today – the sinking of the Titanic changed the way people travel.</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences – development of safety in travel from the sinking of the Titanic, development in building techniques from GFOL, changes in hygiene and nursing from Florence Nightingale.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and changes to the local area through the industrial revolution</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and Mayans through</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Egyptian achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	<p>Identifying the continuity and change from World War 2 to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Comparing similarities and differences between the Ancient Greece and the impact on the it's legacy on the Western worlds through</p> <ul style="list-style-type: none"> • housing, • society, • beliefs

CAUSE AND EFFECT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	<p>Identifying that certain events and individuals have had major consequences in history – Bess of Hardwick and Elizabeth I, Florence Nightingale and Nursing</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of Mills lead to wealth.</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Titanic sinking and health and safety changes made due to it</p>	<p>Identifying that certain events and individuals have had major consequences in history – Florence Nightingale’s efforts changed the way Nursing is viewed.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Mary Anning and David Attenborough’s passion for the natural world.</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the causes and effects of industrialisation of Derby/Belper – explaining the local, national and international impacts</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the causes and effects of industrialisation of Derby/Belper – explaining the local, national and international impacts</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the causes and effects of industrialisation of Derby/Belper – explaining the local, national and international impacts</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the case and effect of World War 2.</p> <p>Identifying the legacy and effect of Ancient Greece on Western civilisation eg: language, democracy etc.</p>

			Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.	Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasions of Britain by AS and V Examining the legacy of different civilisations and the significance of these Discussing sources of historical information and their validity.	
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SIGNIFICANCE AND INTERPRETATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally Begin to understand what makes someone or something significant -	Identifying why certain people/events are significant in the wider context of history Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use primary sources to understand that that is one viewpoint and cannot be verified Identify why interpretation of these sources is critical to our understanding of the past	Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence	Interpreting the achievements of the Allies during WW2 and discussing why these were significant Interpret the achievements of the Greeks compared to the Mayans and make a judgement on their significance – which achievements were more impressive?

CARRYING OUT A HISTORICAL ENQUIRY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Starting to ask simple questions about people or events from within living memory	Guided enquiry using knowledge from topic	Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	Independently identifying important achievements from different periods in history. Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate

USING SOURCES AS EVIDENCE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event – an artefact from the Titanic. Begin to make reasoned interpretations	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies	Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion

	about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	a small selection of focused sources			depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Begin to make references to evidence as justification
VOCABULARY AND COMMUNICATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’	Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’ Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’	Using phrases and words to describe the passing of time - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘during this time’ ‘previously’ ‘compared to’ Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’	Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’ Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’	Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘the narrative of history’ Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’

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