



HISTORY PROGRESSION: Disciplinary and Substantive knowledge

Historical Enquiry					
Disciplinary Knowledge	KS1	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Can gather information from simple sources to ask and answer questions about the past.	Ask and answer questions about the past. ROMANS	To ask and question the origins and purposes of a source. ANCIENT EGYPTIANS	To ask questions based on a range of evidence and interpretations to support their understanding. ANCIENT GREECE	Question source reliability and interpretations with reference to the period or civilisation. LOCAL STUDY
Interpreting	Identify and talk about different accounts of real history situations.	Recognise differences between versions of the same event and can give simple explanation of why we might have more than one version. ROMANS STONE AGE TO IRON AGE	Describe how different interpretations arise. Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past. ANCIENT EGYPTIANS	Understand that different accounts of the past emerge for various reasons – different people might give different emphasis. Understand that some interpretations are more reliable than others. ANCIENT MAYA	Understand that all history is to some extent a construct and can identify a range of reasons for this. Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation. LOCAL STUDY
Connections		Make connections between historical settings and contexts and know how significant events within the eras studied had an impact on the future. ROMANS STONE AGE TO IRON AGE	Draw from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day. ANCIENT EGYPTIANS	Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately. ANCIENT MAYA ANCIENT GREECE	Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding. LOCAL STUDY CHANGES IN BRITAIN

Historical Process

Disciplinary Knowledge	KS1	Year 3	Year 4	Year 5	Year 6
Cause and consequence	Describe in simple terms the causes and consequences of an important historical event with more than one example.	Describe the causes and consequences of an important historical event offering more than one example. ROMANS	Describe with simple examples different types of causes and seeing that events happen for various reasons and not just human actions. SAXONS AND SCOTS VIKINGS	Explain consequences in terms of immediate and longer term effects and/or people were affected differently. Can link cause and explain that one cause might cause another making an event more likely to happen.	Explain the causes and consequences of complex events, even though they might still link in a simple way. CHANGES IN BRITAIN
Continuity and Change	Talk about similarities and differences not just between then and now but between then and then.	Describe some changes in history over a period of time and identify some things which stayed the same. STONE AGE TO IRON AGE ROMANS	Describe and give examples of a range of changes at particular points in history while some remained the same. Explain why different places might be connected in some way. SAXONS AND SCOTS VIKINGS	Give simple explanations with simple examples of why changed happened during particular events/ periods. Understand there is a combination of reasons for any change. Understand that changes do not impact everyone in the same way or at the same time.	Understand that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. LOCAL STUDY CHANGES IN BRITAIN
Chronology	Create simple timelines and use dates to describe events. Use phrases to describe intervals of time e.g before, after, at the same time.	Create simple timelines to sequence processes, events and objects from a certain period in history. Use phrases such as over three hundred years ago, AD, BC or BCE/CE. STONE AGE TO IRON AGE ROMANS	Beginning to understand historical periods overlap each other and vary. ACHIEVEMENTS OF EARLY CIVILISATION ANCIENT EGYPTIANS SAXONS AND SCOTS VIKINGS	Understand that past civilisations overlap with others in different parts of the world and that their respective durations vary. ANCIENT MAYA ANCIENT GREECE	Accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them. CHANGES IN BRITAIN LOCAL STUDY

Historical Process

Disciplinary Knowledge	KS1	Year 3	Year 4	Year 5	Year 6
Significance	Recognise and talk about who was important	Understand that events, people and developments are considered significant if they resulted in change. ROMANS	Understand that significances reveal something about history or contemporary life. ACHIEVEMENTS OF EARLY CIVILISATION ANCIENT EGPYTIANS	Make judgements as to the significance of events, people or developments within a particular historical narrative. ANCIENT GREECE ANCIENT MAYA	Make judgements about historical significance against criteria. Recognise that historical significance varies over time and by the interpretations of those ascribing that significance. LOCAL STUDY
Characteristic Features	Recognise and describe, in simple terms, some characteristic features of a period or person.	Can describe main features associated with the period/civilisation studied, mostly using period specific language. STONE AGE TO IRON AGE ROMANS	Can give simple explanations that not everyone in the past lived in the same way. ANCIENT EGPYTIANS	Understand that some past civilisations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period/civilisation studied. ANCIENT MAYA ANCIENT GREECE	Can contrast and make some significant links between civilisations/periods studied. Can give reasoned explanations with references to significant examples of some connections between ways of life in the different civilisations and periods studied.

Our long term plan will highlight the themes of diversity, everyday life and how people organised themselves

Substantive concepts	Year 3	Year 4	Year 5	Year 6
Settlements (Including homes)	STONE AGE TO IRON AGE	ANGLO SAXONS AND SCOTS VIKINGS		LOCAL STUDY
Legacy	ROMANS		ANCIENT GREECE	LOCAL STUDY TURNING POINT IN BRITISH HISTORY
Civilisation	ROMANS	ANCIENT EGYPTIANS	ANCIENT MAYA ANCIENT GREECE	LOCAL STUDY TURNING POINT IN BRITISH HISTORY
Daily Life	ROMANS STONE AGE TO IRON AGE	ANGLO SAXONS AND SCOTS VIKINGS ANCIENT EGYPTIANS	ANCIENT MAYA ANCIENT GREECE	LOCAL STUDY TURNING POINT IN BRITISH HISTORY