



Belton Primary School

History Progression

(to be used with Vocabulary Progression and Concepts, MTP, Knowledge Organisers plus Key Skills documents)

The Early Learning Goals - (Taken from Statutory framework for the EYFS, Early Adopter Version July 2020)

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their own knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

History in the Early Years Foundation Stage:- Evidenced through: pictures and teacher knowledge

ELG: Listening and Attention:- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say, and respond appropriately, while engaged in another activity.

ELG: Speaking:- Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

ELG: Understanding:- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG: People and Communities:- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.

ELG 2021: Listening, Attention and Understanding:- Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during the whole class discussions and small group interactions.
- -Make comments about what they have heard and ask questions to clarify their understanding.
- -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

ELG 2021: Speaking

- Children at the expected level of development will:
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems as appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG 2021: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Year 1/2 Local History 1960s Toys World War One (Charles) Sappho - Pompeii History Makers Greatest Explorer	Year 3/4 The Stone Age, Bronze Age the Iron Age the Romans Anglo-Saxons Vikings	Year 5/6 The Mayans, Battle of Britain, Richard III (Local History) The Shang Dynasty, Trojan horse, British Empire
Chronology Understanding	<p>For instance:</p> <ul style="list-style-type: none"> • Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. • Show where places, people and events fit into a broad chronological framework. • Begin to use dates. 	<p>For instance:</p> <ul style="list-style-type: none"> • Develop increasingly secure chronological knowledge and understanding of history, local, British and world. • Put events, people, places and artefacts on a timeline. • Use correct terminology to describe events in the past. 	<p>For instance:</p> <ul style="list-style-type: none"> • Develop a deep and secure chronological knowledge and understanding of local, British and world History with an awareness of simultaneous worldwide events/time periods. • Put events, people, places and artefacts on a timeline. • Further use correct terminology to describe events in the past.
	<p>Local History:</p> <ul style="list-style-type: none"> • know the chronological order of key historical events and individuals in their local area <p>1960's Toys:</p> <ul style="list-style-type: none"> • know some of the ways in which historians divide 	<p>Stone Age:</p> <ul style="list-style-type: none"> • know that the Stone Age is a period of prehistory which began when the first modern humans arrive in Britain between 850,000 and 450,000 years ago and ended approximately 4,500 years ago with the beginning of the 	<p>Mayans:</p> <ul style="list-style-type: none"> • know where and when the Ancient Mayan people lived • know what other civilisations existed contemporaneously during the Ancient Mayan time period

Knowledge and Learning	<p>up time such as BC and AD and decades and suggest reasons for doing this</p> <ul style="list-style-type: none"> know how to compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date <p>Charles:</p> <ul style="list-style-type: none"> know when the First World War took place <p>Sappho:</p> <ul style="list-style-type: none"> know about events beyond living memory that are significant nationally and/or globally know the time period in which the destructive event took place in Pompeii know how to use the time line to place each history period <p>History Makers</p> <ul style="list-style-type: none"> know how history makers fit into a broad chronological framework <p>Great Explorers</p> <ul style="list-style-type: none"> know about events beyond living memory that are significant nationally/globally know the chronological order in which key explorers lived 	<p>Bronze age</p> <ul style="list-style-type: none"> know how to use the time line to place each history period <p>Bronze Age:</p> <ul style="list-style-type: none"> know why the Stone Age came to an end about six thousand years ago <p>Iron Age:</p> <ul style="list-style-type: none"> know that the Iron Age is the last period of prehistory in Britain know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age know why Iron Age Britain began in BC and ended in AD <p>Romans:</p> <ul style="list-style-type: none"> know when Britain was invaded by the Romans know why Hadrian's Wall proved necessary for Emperor Hadrian to order its construction in AD 122 <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know how to interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever <p>Vikings:</p> <ul style="list-style-type: none"> know the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' and what this signified <p><i>Do children know that the Vikings and Anglo-Saxons struggled for the Kingdom of England to the time of Edward the Confessor?</i></p>	<ul style="list-style-type: none"> understand why the Ancient Mayan civilisation dates begin in BC and ended in AD <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know that the Battle of Britain took place during World War two know about a specific aspect or theme in British history, such as the Battle of Britain, extending their chronological knowledge beyond 1066 <p>Richard III:</p> <ul style="list-style-type: none"> know of key events during the reign Richard III know that Henry Tudor wanted the throne know that England was in turmoil due to the War of the Roses. <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know when the Shang Dynasty occurred know what other civilisations existed during the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> know when the Trojan War in Ancient Greece took place know the main events in the siege of the city of Troy during the Trojan War in Ancient Greece <p>British Empire:</p> <ul style="list-style-type: none"> know the key chronological events in the history of the British Empire
	For instance:	For instance:	For instance:

Perspective	<ul style="list-style-type: none"> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays/artefacts. 	<ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. 	<ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this.
Knowledge and Learning	<p>Local History:</p> <ul style="list-style-type: none"> know how to compare and contrast different paintings and pictures; giving reasons to help explain why such historical evidence of people in the past can have many different interpretations know how written evidence is a reliable source of evidence as to what happened in the past <p>1960's Toys:</p> <ul style="list-style-type: none"> know how to identify and describe some of the most popular toys and games of the 1960s know how to identify, observe and discuss some of the most memorable events of the 1960s and suggest reasons for their significance <p>Charles:</p> <p>know how to identify different ways in which the past is represented, such as government posters</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> know about the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then <p>Bronze Age:</p> <ul style="list-style-type: none"> know that by synthesising a number of reasons the possible purpose of the stone monuments at Merrivale can be explained <p>Iron Age:</p> <ul style="list-style-type: none"> know the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and can synthesise these reasons into an explanation <p>Romans:</p> <ul style="list-style-type: none"> know the difference between historical evidence and legends and folklore <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits 	<p>Mayans:</p> <ul style="list-style-type: none"> know how to synthesis a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know how to evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgement about how serious that threat was <p>Richard III:</p> <ul style="list-style-type: none"> know how to reach a judgement about why Richard III was not a popular king due to perception at the time (Shakespeare, Princes in the Tower) know how to reach a judgement as to why Henry Tudor won the Battle of Bosworth Understand how Scientists found out that it was Richard III's bones in the car park.

	<p>and radio broadcasts</p> <p>Sappho:</p> <ul style="list-style-type: none"> • know the difference between primary and secondary historical evidence about what happened in Pompeii • know how to compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Brüel painting) evidence about what happened in Pompeii in AD 79 <p>History Makers:</p> <ul style="list-style-type: none"> • know how to evaluate the achievements of six individuals in the context of the time in which they lived <p>Great Explorers:</p> <ul style="list-style-type: none"> • know how to give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time 	<p>for ordinary people compared with those of lords and noblemen#</p> <p>Vikings:</p> <ul style="list-style-type: none"> • know the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed • know why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were 	<p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • know about the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one <p>Trojan horse:</p> <ul style="list-style-type: none"> • know how to evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgement as to its reliability and trustworthiness <p>know how to critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions</p> <p>British Empire:</p> <ul style="list-style-type: none"> • know how to interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views • know how to consider whether citizens on the British Empire wanted to be colonised
Change and continuity	<p>For instance:</p> <ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life, e.g. travel (in terms of transport and/or humans desire to explore.) 	<p>For instance:</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies. 	<p>For instance:</p> <ul style="list-style-type: none"> • Describe the concrete links between main events, situations and changes within and across different periods and societies at a deeper level • Present your enhanced reasoning to answer the given enquiry/ancillary question.
	<p>Local History:</p> <ul style="list-style-type: none"> • know how to compare and contrast a range of 	<p>Stone Age:</p> <ul style="list-style-type: none"> • know the important ways in which life for ancient Britons 	<p>Mayans:</p> <ul style="list-style-type: none"> • know how to synthesis a range of ideas to reach

different artefacts

- Know Belton Village has changed over time (church, school).

1960's Toys:

- know how to compare and contrast toy and game of the 1960s with those of today, identifying and describing similarities (continuity) and difference they observe (change)
- know how to describe and explain the cause of the major change to toys and games since the 1960s

Charles:

- know some of the ways in which the First World War changed how adults were able to behave in Britain

know some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War

Sappho:

- know about the dramatic change to the lives of Roman citizens in Pompeii

History Makers:

- know how Guy Fawkes night commemorations have changed since 5th November 1605

Great Explorers:

- know the achievements of a major explorer and

changed during the Stone Age

- know about the changes in Britain from the Stone Age to the Iron Age

Bronze Age:

- recognise that the likely use of a range of Bronze Age artefacts demonstrate progress in the way the people lived in Britain compared with the Stone Age

Iron Age:

- know that the Iron Age is the last period of prehistory in Britain and a time of both great change and significant progress in society

Romans:

- know what the content of letters written in the first century tells us about the lives of high status and wealthy Romans in Britain

- know how this compare to the lives of the Picts

Anglo-Saxons:

- know about the settlement of Anglo-Saxons and Scots in Britain
- know why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain

- evaluate the advantages and disadvantages of living in this way compared with occupying existing towns

Vikings:

- know how to identify and describe the distribution of those areas of Britain settled in by Viking Norsemen

a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions

- know how the lives of ancient Mayan's changed over time

The Battle of Britain:

- know the reasons why King John signed the Magna Carta in 1215
- evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history

Richard III:

- know why the actions of Richard III and the betrayal by Stanley led to his eventual demise.
- know how the monarchy changed during the War of the Roses and how this changed when Richard III was defeated at Bosworth.
- Know how the findings of the bones in the car park changed the course of history.

The Shang Dynasty:

- know how to compare the achievements and qualities possessed by Queen Elizabeth I and King Cheng Tang, first emperor of the Shang Dynasty

Trojan horse:

- know how to consider the reliability and trustworthiness of other 'historical stories' such as Robin Hood, King Arthur

British Empire:

- know how to interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared
- know how to describe the extend of the British Empire in 1921 and explain what it meant to be a colony

	<p>give reasons and begin to explain the ways of life of most people in the historic period in which they lived through personal research</p>		
Similarities/ Differences	<p>For instance:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives. 	<p>For instance:</p> <p>Identify some of the similarities and differences between different periods, e.g. social, belief, cultural, local, individual.</p>	<p>For instance:</p> <ul style="list-style-type: none"> Explain understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual. Understand the legacy of these time periods.
Knowledge and Learning	<p>Local History:</p> <ul style="list-style-type: none"> know how to describe the main external features of Grace Dieu priory as it exists today, as well as the main features of the priory as they existed in the 1241. Know how Belton village has changed over time - what is the same and what is different? <p>1960's Toys:</p> <ul style="list-style-type: none"> know how to describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories) <p>Charles:</p> <p>know how communication in Britain during the time of the First World War compares with means of communication today</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> know some of the important ways in which life for ancient Britons changed during the Stone Age know some of the similarities and differences in the way of life of Stone Age Britons and British citizens <p>Bronze Age:</p> <ul style="list-style-type: none"> know some of the similarities and differences in the way of life of Bronze Age Britons when compared with Stone age Britons know some of the way in which Bronze Age monuments are similar to significant monuments either in the local area and/or a monument of global importance <p>Iron Age:</p> <ul style="list-style-type: none"> know some of the common features of the archaeological remains of Iron Age hill forts found around Britain today <p>Romans:</p> <ul style="list-style-type: none"> know the similarities and differences between the armies of Boudica and the British Roman Governor Paulinus and 	<p>Mayans:</p> <ul style="list-style-type: none"> know the occupations of modern Maya people and how these compare to their Ancient Mayan ancestors know how to compare the Ancient Mayan monuments to those in other prehistory civilisations, such as Stonehenge <p><i>Know how a non-European society, such as the Mayan civilisation around AD 900, contrasts with British history</i></p> <p>The Battle of Britain:</p> <ul style="list-style-type: none"> know how to compare the resources of the German Luftwaffe and the British Royal Air Force <p>Richard III</p> <ul style="list-style-type: none"> know why Henry had the support of the French and Welsh in his defeat of Richard III. know how the status and power of England changed after Richard III's defeat <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know the similarities and differences in the lives of

	<p>Sappho:</p> <ul style="list-style-type: none"> • know, in simple terms, what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii <p>know what a 'typical' day in the life of Sappho, a wealthy young teenager, would have been like, and suggest reasons why she was able to live the life she did compared with many others in the city at the time</p> <p>History Makers:</p> <ul style="list-style-type: none"> • know how to compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decisions <p>Great Explorers:</p> <ul style="list-style-type: none"> • recognise the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully 	<p>predict the likely outcome of their battle and justify their decision</p> <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan • know how their beliefs and religious practices different to Christianity <p>Vikings:</p> <ul style="list-style-type: none"> • know how to compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed 	<p>people in different sections of Shang society explain why our understanding of the Shang people as a whole is a very limited one</p> <ul style="list-style-type: none"> • know how to consider the qualities of a great ruler and compare and contrast these with those exhibited during the reign of King Cheng Tang and Di Xin of the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> • know the similarities and differences between the Roman Empire and Ancient Greece <p>British Empire:</p> <ul style="list-style-type: none"> • know the similarities and differences between the British Empire and the Roman Empire
Significance of events and people	<p>For instance:</p> <ul style="list-style-type: none"> • Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why. 	<p>For instance:</p> <ul style="list-style-type: none"> • Identify and begin to describe historically significant people and key events within the time period. 	<p>For instance:</p> <ul style="list-style-type: none"> • Give reasons why key events, people or developments are seen as more significant than others.

Knowledge and learning	<p>Local History:</p> <ul style="list-style-type: none"> • Understanding why Grace Dieu Priory was dissolved in 1538 • Know why May Day is such an important event in the village. <p>1960's Toys:</p> <ul style="list-style-type: none"> • know what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this affected toys, games and other aspects of life since then • know how to recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely <p>Charles:</p> <p>know why animals were used during the First World War and explain why their use was so important to the war effort</p> <p>Sappho:</p> <ul style="list-style-type: none"> • know who Sappho was and where she used to live <p>History Makers:</p> <p>know what is commemorated on Guy Fawkes Night, 5 November every year in the UK</p> <p>know why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers</p> <p>Great Explorers:</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> • Do children know some of the important ways in which life for ancient Britons changed during the Stone Age <p>Bronze Age:</p> <ul style="list-style-type: none"> • know why archaeologist think that the Amesbury Archer was given the richest burial known in Bronze Age Britain <p>Iron Age:</p> <ul style="list-style-type: none"> • know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age <p>Romans:</p> <ul style="list-style-type: none"> • know the motives for Emperor Claudius to invade and occupy Britain in AD 43 <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know the situation and feelings of Emperor Honorius in AD 410 and make a judgement about why the Romans left Britain and the emotions the Emperor may have expressed <p>Vikings:</p> <ul style="list-style-type: none"> • know why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066 	<p>Mayans:</p> <ul style="list-style-type: none"> • know what John and Frederick, two traveller-explorers, discovered in 1839 • know the social and religious importance of the Maya ball game pok-a-tok <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • know why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940, justifying their reasoning using numerical and written evidence <p>Richard III:</p> <ul style="list-style-type: none"> • know why the actions of Richard III made people so angry and dislike him. Know why Richard III was given such a grand burial hundreds of years after his death. • know how to consider the many possible reasons why the Richard III was defeated by Henry Tudor and reach a conclusion as to which might be the most important <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • know the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899 <p>Trojan horse:</p> <ul style="list-style-type: none"> • know the significance of the Germany archaeologists 1870s discovery <p>British Empire:</p> <ul style="list-style-type: none"> • know who David Livingston was and have considered the role of explorers in forming a British Empire
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	<ul style="list-style-type: none"> • know the qualities possessed by Ranulph Fiennes and give reasons why he is recognised as the world's greatest living explorer • know why the achievements of Neil Armstrong were so significant in the history of mankind and what enabled him to accomplish what he did 		
Empathy	<p>For instance:</p> <p>Begin to consider the motives, decisions, and actions of others.</p>	<p>For instance:</p> <p>Impartially consider the motives, decisions, and actions of other people/s.</p>	<p>For instance:</p> <p>Place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.</p>
Knowledge and Learning	<p>Local History:</p> <ul style="list-style-type: none"> • know the causes and effects of the a change in monarchy on Grace Dieu • Know the cause and effect of the building of the M1 motorway on our local area. <p>1960's Toys:</p> <p>know how to describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then</p> <p>Charles:</p> <p>know some of the ways in which the First World War changed how adults were able to behave in Britain</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> • recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence) <p>Bronze Age:</p> <ul style="list-style-type: none"> • know how to empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age <p>Iron Age:</p> <ul style="list-style-type: none"> • know how to describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age <p>Romans:</p> <ul style="list-style-type: none"> • know how to compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision 	<p>Mayans:</p> <ul style="list-style-type: none"> • understand the purpose of the ancient Maya city of Chichen Itza <p>The Battle of Britain:</p> <ul style="list-style-type: none"> • consider what might have occurred if Nazi Germany had won the Battle of Britain and secured precious air supremacy <p>Richard III</p> <ul style="list-style-type: none"> • know why the actions of the Richard III made him so unpopular and understand how Henry Tudor ended such a tumultuous time in England <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> • recognise the qualities required in a great ruler and can they compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty <p>Trojan horse:</p> <ul style="list-style-type: none"> • know what other explanations there could be for the origin of the story of the Trojan Horse

	<p>Sappho:</p> <ul style="list-style-type: none"> • know how to identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in city of Pompeii <p>History Makers:</p> <ul style="list-style-type: none"> • know how to describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas <p>Great Explorers:</p> <ul style="list-style-type: none"> • know why the accomplishments of Amy Johnson can be considered remarkable given the role of women in society at the time 	<ul style="list-style-type: none"> • know how to explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> • know how to identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan <p>Vikings:</p> <ul style="list-style-type: none"> • know how to empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread 	<p>British Empire:</p> <ul style="list-style-type: none"> • know how to interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared
Causation	<p>For instance:</p> <ul style="list-style-type: none"> • Recognise why people did things. • Recognise why some events happened. • Recognise what happened as a result of people's actions or events. 	<p>For instance:</p> <ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes. • Identify some of the results of historical events, situations and changes. 	<p>For instance:</p> <ul style="list-style-type: none"> • Begin to offer explanations about why people in the past acted as they did. • Demonstrate knowledge of the root causes and outcomes of historical events, situations and changes.
Knowledge and Understanding	<p>Local History:</p> <ul style="list-style-type: none"> • know some of the ways in which the First World War affected people in their own locality <p>Charles:</p> <p>know and understand through explanation some of</p>	<p>Stone Age:</p> <ul style="list-style-type: none"> • know what impact the change in knowledge and technology had to the way of life of Stone Age Britons <p>Bronze Age:</p> <ul style="list-style-type: none"> • know and understand that the process of smelting bronze from copper and tin heralded the end of the Stone Age in Britain 	<p>Mayans:</p> <ul style="list-style-type: none"> • understand the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away <p>The Battle of Britain:</p>

	<p>the ways in which animals are used by the military, rescue and support services and organisations in Britain today</p> <p>Sappho:</p> <ul style="list-style-type: none"> know the causes and effects of the destruction of Pompeii in AD79 <p>History Makers:</p> <ul style="list-style-type: none"> know what it means for someone such as Guy Fawkes to make history, this is, doing something to (good or bad and that may not have been done before) and this is remembered and studied for a long time because of the effect they had on other people's lives, beliefs, or ideas <p>Great Explorers:</p> <ul style="list-style-type: none"> know the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did 	<p>Iron Age:</p> <ul style="list-style-type: none"> know the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2000 years ago <p>Romans:</p> <ul style="list-style-type: none"> know about Boudica's physical appearance from primary sources and make a judgement about the causes and effects of her harsh treatment by the Romans <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> know why Britain converted to Christianity following the visit of Augustine and make a reasoned judgement about what the message from Pope Gregory to King Ethelbert might have been <p>Vikings:</p> <ul style="list-style-type: none"> know how to interpret a range of course evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgement 	<ul style="list-style-type: none"> know the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant <p>Richard III:</p> <ul style="list-style-type: none"> understand how the monarchy changed after the defeat at Bosworth know how to consider the many possible reasons why Richard III was defeated and reach a conclusion as to which might be the most important know what happened when the bones of Richard III were discovered in the car park <p>The Shang Dynasty:</p> <ul style="list-style-type: none"> know the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision <p>Trojan horse:</p> <ul style="list-style-type: none"> know about Greek life and achievements and their influence on the Western world <p>British Empire:</p> <ul style="list-style-type: none"> know of the countries that currently belong to the Commonwealth and can explain the purposes and benefits of being part of this organisation
Sources	<ul style="list-style-type: none"> Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought Every historical source provides some information about the past although some sources will inevitably be considered more significant than others. 		
	<p>Great Explorers:</p> <ul style="list-style-type: none"> know why the map of the known world from the time of Christopher Columbus looks different to our modern-day map of the world 	<p>Stone Age:</p> <p>know how to describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age</p> <p>Bronze Age:</p>	<p>Mayans:</p> <ul style="list-style-type: none"> infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments - justifying their conclusions <p>The Battle of Britain:</p>

	<p>Local History: know how pictures of our village give us an insight into what life was like.</p> <p>1960's Toys: <ul style="list-style-type: none"> know how to identify and describe some of the most popular toys and games of the 1960s </p> <p>Charles: know how to compare and contrast means of communication in Britain during the time of the First World War with today</p> <p>Sappho: <ul style="list-style-type: none"> know how to compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79 know how to describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past know how to identify, describe and suggests reasons for the use of a range of smaller artefacts excavated by archaeologist at Pompeii </p> <p>History Makers: <ul style="list-style-type: none"> know how to explain what we can learn from the 1776 commemorations at Windsor Castle </p>	<p>know how to identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age</p> <p>know how to identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer</p> <p>Iron Age: know how to interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time</p> <p>Romans: know how to interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans</p> <p>Anglo-Saxons: know how to identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out</p> <p>Vikings: know how to interpret a range of source evidence to explain why most Viking/Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment</p>	<ul style="list-style-type: none"> know how to evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reached a judgment about how serious that threat was <p>Richard III <ul style="list-style-type: none"> know how to evaluate a range of sources to reach a judgment about why Richard III lost the Battle of Bosworth and was such an unpopular King. </p> <p>The Shang Dynasty: <ul style="list-style-type: none"> know how to make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976 </p> <p>Trojan horse: <ul style="list-style-type: none"> know how to evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions </p> <p>British Empire: <ul style="list-style-type: none"> understand the significance of extracts of speeches made by two Indian politicians in 1942 and 1947 </p>
Hist ori	<p>For instance:</p> <ul style="list-style-type: none"> Begin to develop the use of a wide range 	<p>For instance:</p> <ul style="list-style-type: none"> Develop the use of appropriate subject specific terminology and 	<p>For instance:</p> <ul style="list-style-type: none"> Record knowledge and understanding in a

	of historical terms, including chronological vocabulary and subject specific terminology.	chronological vocabulary. • Begin to record knowledge and understanding using subject specific terminology and chronological vocabulary appropriately.	variety of ways, using dates, subject specific terminology and chronological vocabulary appropriately.
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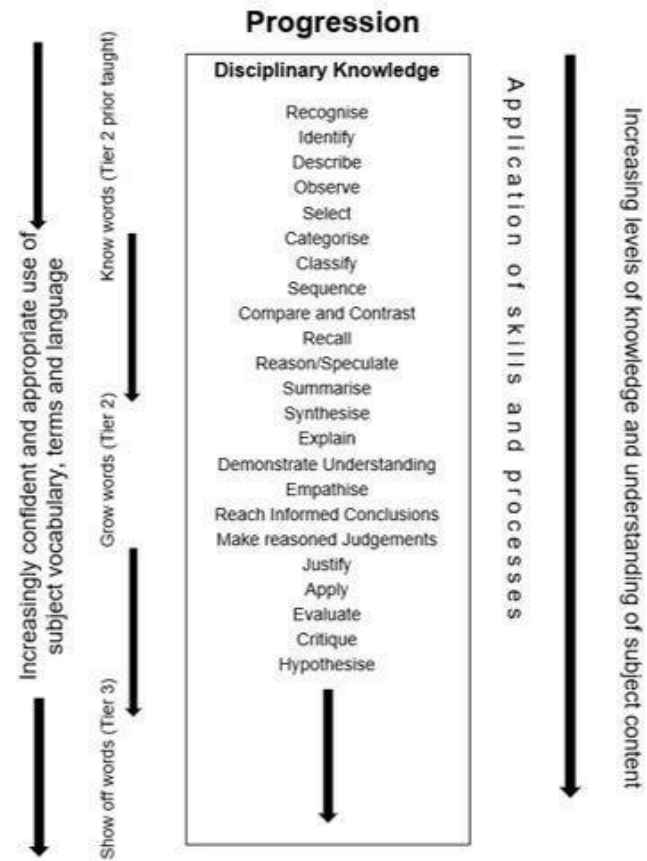
Progression in Historical Vocabulary and Concepts document provides staff members with a progression in vocabulary linked to the Connected Curriculum that is both comprehensive and well-sequenced, from EYFS to Year 6. It includes Tier 2 'Grow' vocabulary (limited to 4/5 words per unit) that will be explicitly taught to pupils. These words need to be taught through strategies that ensure deep processing and multiple exposure to the words if children are to secure them in their long-term memory. Words that are applicable to for both History and Geography are indicated within the document. Vocabulary that covers key concepts, the Big Ideas of the curriculum, (often referred to as substantive concepts) are revisited throughout as continuous strands are also indicated. These words need to be explicitly taught and will be revisited multiple times during children's learning experience. This will ensure children have firm foundations on which to progress.

Disciplinary Knowledge in History:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in history allows pupils to gain a deeper understanding of events in History by connecting and applying what they know (substantive knowledge).

An example of substantive and disciplinary knowledge is illustrated in the following table:

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for History. Each of our History units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge)



The Progression in Disciplinary knowledge also develops as the children progress the school and can be seen interwoven into the above document.