

Historical Progression

Substantive Knowledge	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Term	Chn to know and describe how Cottingley has changed from the past	Me and My Family NC: Significant historical events, people and places in their own locality.	One Small Step NC: Lives of significant individuals in the past who have contributed to national and international achievements.	Stone, Bronze and Iron Age NC: changes in Britain from the Stone Age to the Iron Age	Anglo-Saxons and Scots NC: Britain's settlement by Anglo-Saxons and Scots	Ancient Egypt NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.	Victorian Saltaire: NC: a local history study
Spring Term		How have toys changed? NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Great Fire of London NC: Events beyond living memory that are significant nationally or globally.	Romans NC: the Roman Empire and its impact on Britain.	Vikings: NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Early Islamic Civilisation: NC: a non-European society that provides contrast with British history.	World War II: NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history.
Summer Term	Chn to understand the past and describe Scotland's prehistoric sea monster (Lock Ness)	The History of our local area - Cottingley NC: significant historical events, people and places in their own locality	Kings and Queens of Britain NC: Lives of significant individuals in the past who have contributed to national and international achievements.	Ancient Greece: NC: a study of Greek life and achievements and their influence on the western world.	How have the lives of children changed? NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Crime and Punishment: NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history from the Anglo-Saxons to the present)	Mayans: NC: a non-European society that provides contrast with British history.
	Chn to identify similarities and differences of past and present transport (Shipley Glen Tramway)						

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chronological Understanding</p> <p><i>Allows pupils to organise their learning into coherent narratives. Over time, chn should develop a complex schema of how historical periods connect with each other, with a deeper understanding of the individual events. This is important so that chn don't develop a disconnected understanding of the past.</i></p>	<p>3 & 4 years</p> <p>1. To begin to make sense of their own life-story and family's history.</p> <hr/> <p>Reception</p> <p>1. Compare and contrast characters from stories, including figures from the past</p> <p>2. Use everyday language relating to time.</p> <hr/> <p>ELG</p> <p>1. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>1. Sequence some events or artefacts in order.</p> <p>2. Talk about events using phrases such as 'long ago', 'old', 'new'.</p> <p>3. Begin to understand that things change over time.</p> <p>4. Understand where people/events studied fit into a chronological framework.</p>	<p>1. Understand how to put people, events and artefacts on a timeline in order of when they happened, using a scale provided by the teacher.</p> <p>2. Use common words and phrases relating to the passing of time – later, earlier, past, present, at the same time as, recently.</p> <p>3. Begin to understand where people/events studied fit into a chronological framework.</p>	<p>1. Place events, artefacts and significant historical figures on a timeline, using dates.</p> <p>2. Use timelines to begin to understand the concept of change over time.</p> <p>3. Refer to dates and times when describing events.</p>	<p>1. Place events, artefacts and historical figures on a timeline, using dates.</p> <p>2. Refer to dates and times when describing events.</p> <p>3. Begin to note connections between events.</p>	<p>1. Place events, artefacts and historical figures on a timeline, using dates.</p> <p>2. Use dates and terms accurately to describe events.</p> <p>3. Make comparisons between different times in the past, including from previous learning.</p>	<p>1. Place events, artefacts and historical figures on a timeline, using dates.</p> <p>2. Use dates and terms accurately to describe events.</p> <p>3. Use timelines to demonstrate and discuss changes and developments in culture, technology, religion and society.</p> <p>4. Make comparisons between different times in the past, including from previous learning.</p>
<p>Timelines</p>	<p>Reception</p> <p>Can place objects and pictures on a simple timeline showing past and present.</p> <p>Can order events from their own lifetime, i.e., when I was born..., when I started school...</p>	<p>Large overview timeline displayed on learning slides at the start of each new theme. Decades are clearly marked.</p> <p>Make reference to significant events and people studied as the year progresses, by including these on the timeline.</p> <p>Add people/events from the current theme to this timeline so that chn are aware of how they connect with each other.</p> <p>Smaller, more specific timelines created with the chn may be appropriate depending on the theme.</p>	<p>Large overview timeline marked with decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>A more detailed timeline is created for each period/event/person studied with chn helping to sequence and put dates on.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>A more detailed timeline is created for each period studied with chn sequencing and putting dates on.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>Identify where the periods being studied are represented.</p> <p>A more detailed timeline is created for each period studied with chn beginning to decide on a suitable scale and begin to plot points with increasing accuracy.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>Identify where the periods being studied are represented.</p> <p>A more detailed timeline is created for each period studied with chn deciding on a suitable scale and plotting points with increasing accuracy and a high level of independence.</p>	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Historical Enquiry</p> <p><i>The means by which historians enquire about the past and use their findings to construct meaning. It enables both substantive and disciplinary thinking to be developed simultaneously.</i></p>	<p>3 & 4 years</p> <p>1. To begin to make sense of their own life-story and family's history.</p> <p>2. Be curious about people and show interest in stories.</p>	<p>1. Find out more about life in the past from pictures, artefacts and stories.</p> <p>2. Find answers to questions about the past from pictures, artefacts and stories.</p> <p>3. Ask questions to develop a simple historical understanding.</p> <p>4. Examine pictures and ask: Which things are old and new?</p> <p>5. Explore objects and ask and try to answer: What were they used for?</p>	<p>1. Look carefully at pictures or artefacts to find information about the past.</p> <p>2. Ask and answer questions such as 'what happened in the past?', 'how long ago did... happen?', 'what was it like for a...?', taking into consideration different groups of people, i.e. men/women, rich/poor.</p>	<p>1. Use a variety of sources to collect information about the past.</p> <p>2. Ask and answer questions such as 'how did people...?', 'what did people do for...?'</p> <p>3. Select and record information relevant to the enquiry.</p> <p>4. Begin to understand the difference between original sources and historical interpretations.</p> <p>5. Explore the idea that there are different accounts of the same events in history.</p>	<p>1. Use a variety of sources to collect information about the past.</p> <p>2. Begin to devise historically valid questions, such as 'what was it like for a... during...?'</p> <p>3. Suggest sources of evidence to use to answer questions.</p> <p>4. Start to explain the usefulness and reliability of different sources (e.g., by explaining their choices).</p> <p>5. Identify and give reasons for historical events, situations and changes.</p> <p>6. Explore different accounts of the same historical events and give reasons why they may be different.</p>	<p>1. Use a variety of sources to collect information about the past.</p> <p>2. Understand the difference between original sources and historical interpretations.</p> <p>3. Ask a range of historically valid questions.</p> <p>4. Select reliable sources of evidence to answer questions.</p>	<p>1. Use a variety of sources to collect information about the past.</p> <p>2. Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>3. Form opinions about historical events from a range of evidence.</p> <p>4. Empathise with societies in the past.</p>
	<p>Reception</p> <p>1. Compare and contrast characters from stories, including figures from the past.</p> <p>2. To comment on images of familiar situations in the past.</p> <p>3. Explain own knowledge and understanding.</p> <p>4. Records using marks that they can interpret and explain.</p>						
	<p>ELG</p> <p>1. Talk about the lives of the people around them and their roles in society.</p> <p>2. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>3. Answer 'how' and 'why' questions in response to stories and events.</p>						

Disciplinary Concepts	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Continuity and change Similarity and difference	3 & 4 years 1. Begin to make sense of their own life-story and family's history.	1. Identify similarities and differences between ways of life at different times.	1. Identify similarities and differences in people, places and events and ways of life.	1. Describe and make links to main events, situations and changes within different periods. 2. Find out about the everyday lives of the people in the time studied, identifying and describing the different experiences of men/women/children, rich/poor etc.	1. Describe the characteristics of the past, considering the different experiences of men, women and children.	1. Describe and make links to main events, situations and changes within and across different periods/societies. 2. Describe the characteristics of the past including ideas, beliefs and attitudes.	1. Describe and make links to main events, situations and changes within and across different periods and societies. 2. See that people were affected differently by events of the past.
	Reception 1. Compare and contrast characters from stories, including figures from the past. 2. To comment on images of familiar situations in the past						
	ELG 1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.						

Disciplinary Concepts	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Cause and consequence	3 & 4 years 1. Begin to question why things happen.	1. Question why things happen and give simple explanations.	1. Question why things happen and give explanations. 2. Recognise why people did things, why events happened and what happened as a result.	1. Understand why people may have wanted to do something. 2. Understand that events may have more than one cause.	1. Identify and give reasons for, results of, historical events, situations and changes.	1. Begin to understand that events usually happen for a combination of reasons. 2. Identify and give reasons for, results of, historical events, situations and changes.	1. Identify and give reasons for, results of, historical events, situations and changes.
	Reception 1. Question why things happen and give explanations.						
	ELG 1. Understand the past through settings, characters and events encountered in books read in class and storytelling.						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Significance	3 & 4 years 1. Begin to recognise and describe special times for them and their family.	1. Know why some people and events are remembered by others. 2. Begin to talk about who was important in a simple historical account.	1. Talk about who was important in a simple historical account. 2. Know that events and people are seen as significant because they result in change. 3. Explain why some events in the past were significant.	1. Talk about who was important in a simple historical account. 2. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.	1. Identify historically significant people and events in situations. 2. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.	1. Identify historically significant people and events in situations. 2. Know that events, people and developments are seen as significant because they result in change, and they had consequences for people at/ over time.	1. Identify historically significant people and events in situations. 2. Understands and can explain using evidence, the reasons why people, events and developments are significant.
	Reception 1. Recognise and describe special times for them, their family and their friends.						
	ELG 1. Talk about the lives of the people around them and their roles in society.						