



History Progression

Substantive knowledge- knowledge about the past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ✓ Develop and awareness of the past, use common words and phrases relating to the passing of time. ✓ Begin to understand chronology. ✓ Understand historical concepts such as continuity and change and chronology. ✓ Identify similarities and differences between ways of life in different eras. ✓ Understand that transport has changed over time, and is still changing and developing. ✓ Learn about the lives of significant individuals in the past who have 	<ul style="list-style-type: none"> ✓ Study events beyond living memory that are significant nationally or globally: events commemorated through festivals or anniversaries. ✓ Develop an awareness of the past, using common words and phrases relating to the passing of time. ✓ Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ✓ Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> ✓ Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. ✓ Know about changes in Britain from the Stone Age to the Iron Age. ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms. ✓ Understand how our knowledge the (prehistoric) past is constructed from a range sources (including archaeological 	<ul style="list-style-type: none"> ✓ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. ✓ Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came). ✓ Begin to learn about Iron Age culture. ✓ Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and 	<ul style="list-style-type: none"> ✓ Understand that many different people have settled in Britain since the start of the Common Era and have helped shaped the nation. ✓ Understand how people's lives have shaped Britain. ✓ Understand cause and consequence. ✓ Understand historical concepts such as continuity and change, and cause and consequence. ✓ Gain historical perspective by understanding the connections between local and national history, and between short-and long-term timescales. 	<ul style="list-style-type: none"> ✓ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. ✓ A study of a significant turning point in British history. ✓ Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.



<p>contributed to national and international achievements.</p> <ul style="list-style-type: none"> ✓ Events beyond living memory that are significant nationally. ✓ Know where the people and events fit within a chronological framework. ✓ Identify similarities and differences between ways of life in different periods. ✓ To understand historical concepts such as continuity and change. 	<ul style="list-style-type: none"> ✓ Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ✓ Compare aspects of life, identifying similarities and differences between different periods. ✓ Identify similarities and differences between ways of life and different periods. ✓ Understand historical concepts such as continuity and change. 	<p>excavation, and the reliability of such sources).</p> <ul style="list-style-type: none"> ✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. ✓ Gain historical perspectives by placing their growing knowledge into different contexts, understanding the connections between short-and long-term timescales. ✓ Understand the abstract term 'civilisation'. ✓ Gain and deploy a historically grounded understanding of abstract terms such as 'empire'. ✓ Understand historical concepts such as continuity 	<p>across the period of study with regard to the Roman Empire.</p> <ul style="list-style-type: none"> ✓ Know about the Roman Empire and its impact on Britain. ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms. ✓ Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. ✓ Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'peasantry', 'parliament', 'slavery' and 'economy'. 	<ul style="list-style-type: none"> ✓ Understand how Britain has been influenced by the wider world. ✓ Understand connections between cultural, social and military history. ✓ Learn about the success of Viking invasion. ✓ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. ✓ Understand the Viking and Anglo-Saxon struggle to the time of Edward the Confessor. ✓ Begin to understand changes in an aspect of social history from the Anglo-Saxon to today. ✓ Know and understand the history of these islands as a coherent, 	<ul style="list-style-type: none"> ✓ Create a timeline of events that led up to the start of the First World War. ✓ Put events in chronological order and decide on their significance. ✓ Discuss the terms of the Treaty of Versailles. ✓ Discuss the reasons for remembering the dead of the First World War. ✓ Develop a chronologically secure knowledge and understanding of British and World history. ✓ Address historically valid questions about change, cause, similarity, difference and significance. ✓ Continue to develop a chronologically secure knowledge and understanding of British, local and world history,
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		<p>and change, similarity, difference and significance.</p> <ul style="list-style-type: none">✓ Undertake an in-depth study of a non-European society that provides contrasts with British history.	<ul style="list-style-type: none">✓ Understand Ancient Greece, Greek life, their achievements and influence on the western world.✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires.	<p>chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none">✓ Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	<p>establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none">✓ Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history (Dunkirk)✓ Continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives, within and across the periods of study.
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Disciplinary knowledge- knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ✓ Develop a curiosity about changes within living memory and the ways in which we can find out about these changes. ✓ Understand some ways we can obtain information about the past. ✓ Identify ways in which the past is represented. ✓ Ask and answer historical questions. ✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ✓ Find out about the Great Fire of London and St Paul's Cathedral. 	<ul style="list-style-type: none"> ✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ✓ Understand some of the ways in which we find out about the past and identify different ways in which it is represented. ✓ Compare aspects of life, identifying similarities and differences between different periods. 	<ul style="list-style-type: none"> ✓ Construct informed responses that involve thoughtful selection and organization of relevant historical information. ✓ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ✓ Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> ✓ Understand how our knowledge of the past is constructed from a range of sources. ✓ Devise historically and valid questions about change, cause, similarity and difference and significance. ✓ Understand that our knowledge of the past is constructed from a range of sources. ✓ Select and organise relevant historical information. ✓ Ask and address historically valid questions about change, cause, similarity and difference and significance. 	<ul style="list-style-type: none"> ✓ Understand how knowledge of the past is constructed from a range of sources. ✓ Ask historically valid questions. ✓ Gain historical perspective by placing their growing knowledge into different contexts. ✓ Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> ✓ Understand how our knowledge of the past is constructed from a range of sources. ✓ Explore sources about life on the Home Front. ✓ Analyse First World War poster. ✓ To understand how our knowledge of the past is constructed from a range of sources. ✓ To construct informed responses that involve thoughtful selection and organisation of relevant historical information.



<ul style="list-style-type: none">✓ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.✓ To consider and use knowledge and facts gained about the Great Fire of London.		<ul style="list-style-type: none">✓ Gain historical perspective by placing their growing knowledge understanding the connections between economic, military and social history.✓ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, religious and social history.✓ Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.✓ Understand how our knowledge of the past is constructed from a range of sources.✓ Construct informed responses that	<ul style="list-style-type: none">✓ Construct informed responses that come from the selection of relevant historical information.✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make claims.✓ Understand how our knowledge of the past is constructed from a range of sources.✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.✓ Create their own structured accounts, including written narratives and analyses.✓ Regularly address and sometimes devise historically valid questions about		
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		involve thoughtful selection and organisation of relevant historical information.	change, cause, similarity and difference, and significance. ✓ Discern how and why contrasting arguments and interpretations of the past have been constructed.		
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