




1 John 4:7 *Let us love one another, for love is from God.*  
 Learning together and worshipping together

**History Curriculum Progression Document**

**Progression in history** involves developing **historical perspective** through ...

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- *wider, more detailed and chronologically secure knowledge*
- *sharper methods of enquiry and communication*
- *deeper understanding of more complex issues and of abstract ideas*
- *closer integration of history's key concepts (see section 2)*
- *greater independence in applying all these qualities*



*Taken from: Progression in history under the 2014 National Curriculum: A guide for schools by Jamie Byrom for the Historical Association*

<p><b>Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of historical vocabulary. The key concepts consist of:</b></p> <ul style="list-style-type: none"> <li>- Chronological knowledge</li> <li>- Continuity and change</li> <li>- Similarities and differences</li> <li>- Cause and consequence</li> <li>- Significance</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Substantive knowledge</b>                  The historical facts we teach that form the narratives of the curriculum. The knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from EYFS to Year 6.</li> <li>2. <b>Disciplinary knowledge</b>                  How we make use of the facts that are learned. The interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument.</li> </ol>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



## Concepts

Migration	Settlement	Trade	Industry	Civilisation	Empire	Monarchy	Religion
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## Secondary Concepts

Historical Knowledge and Enquiry				Disciplinary Concepts				
Historical Investigation	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of events and people in the past	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

## National Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyses trends, frame historically valid questions and create their own structured accounts, including written narratives and analysis
5. Understand the 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.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



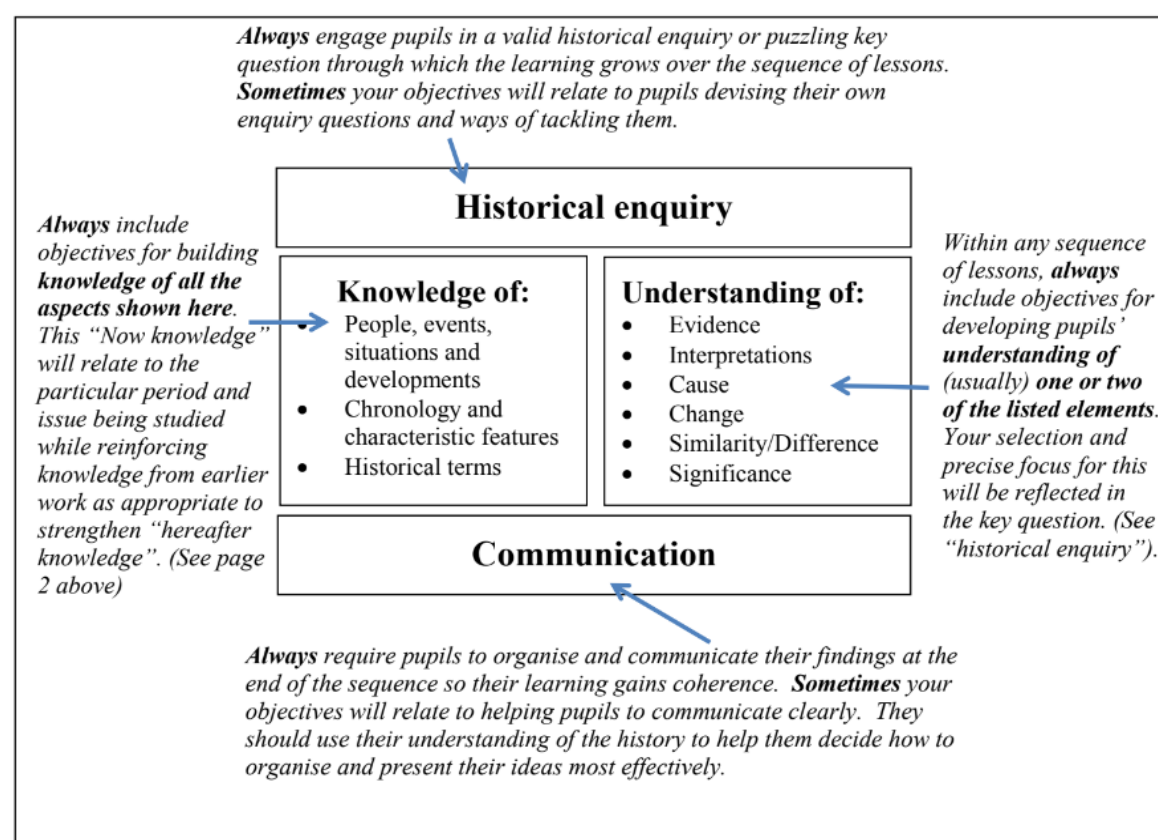
**Curriculum Design from National Curriculum**

The first three aims are primarily concerned with building knowledge.

The next two are concerned with understanding the big ideas and processes of history.

The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one.

At Tushingham we use the “sandwich approach” to planning history from ‘Progression in History Under the 2014 National Curriculum: A Guide for Schools by Jamie Brrom for the Historical Association.



# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



1	Nursery: Understanding the World - Begin to make sense of their own life-story and family's history Reception: Understanding the World - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. ELG: Understanding the World/Past and Present - Talk about the lives of 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.			Festivals throughout the year: Christmas, Diwali, Eid, Easter Stories with historical settings Dates commemorated through the year: bonfire night, remembrance and harvest festivals Observable changes in the children's locality How they have changed from birth to now		
Class	Autumn Year A	Autumn Year B	Spring Year A	Spring Year B	Summer Year A	Summer Year B
2	Year A Lives of significant individuals: Rosa Parks and Emily Dickenson  Local History	Year B Castles- Beeston Castle  Toys from the past (Short Unit- transition from EYFS)	Year A The journey of Christopher Columbus	Year B Significant Events from the past: Great Fire of London  Local History: Fire of Nantwich	Year A Lives of significant individuals: Mae Jemison and Neil Armstrong	Year B Changes in living memory: Seaside holidays from the past
NC	<i>Lives of significant individuals in the past</i>  <i>Significant historical events, people and places in their own locality</i>	<i>Significant historical events, people and places in their own locality</i> <i>Changes in living memory</i>	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Lives of significant individuals in the past</i>	<i>Changes in living memory</i>
3	Year A Stone age to Iron age	Year B Ancient Egypt	Year A Earliest civilisations	Year B Roman Empire and its impact on Britain	Year A Ancient Greece	Year B Roman Empire and its impact on Britain
NC	<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>The achievements of the earliest civilisations</i> <i>Ancient Egypt</i>	<i>The achievements of the earliest civilisations</i>	<i>Roman Empire</i>	<i>Ancient Greece</i>	<i>Roman Empire and its impact on Britain</i> <i>Including A local history study: Chester</i>
4	Britain's settlement by Anglo-Saxons and Scots	The Battle of Britain and WW2	The Viking and Anglo-Saxon struggle for the kingdom of England to Edward the Confessor	Crime and Punishment	A local history study. An enquiry into the history and importance of the WW1 memorial in the grounds of St Chad's Church, Tushingham	Early Islamic Civilisation including a study of Baghdad
NC	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</i>	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor</i>	<i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i>	<i>Local history study: a study over time tracing how several aspects of national history are reflected in the locality</i>	<i>Non-European study that provides contrast with British history</i>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



Class 2 Year 1 and 2	Historical Enquiry				Disciplinary Concepts			
	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>Toys</p> <p><i>How have children's toys changed since our older relatives were little?</i></p> <p><i>NC: Changes in Living Memory</i></p>	<p><b>How could we find out about toys from the past?</b></p> <p><b>How might toys from the past have been different to those we play with today?</b></p> <p><b>What are the differences between old and new toys?</b></p> <p><b>Are there any toys you play with that were played by children in the past too?</b></p> <p><b>Why have some toys changed?</b></p> <p><b>Why have some stayed the same?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p>	<p>Sequence pictures from different periods 1</p> <p>Sequence events and artefacts that are close together in time 2</p> <p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. 1</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 2</p>	<p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2</p>	<p>Recall some facts about people/events before living memory 1</p> <p>Give a few reasons for more complex human actions 2</p>	<p>Understand that a cause makes something happen and that historical events have causes 1</p> <p>Understand that a consequence is something that happens as a direct result of something else 1</p> <p>Explain that historical events are caused by things that occurred before them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p> <p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>	<p>I can compare toys using pictures from the past and present (1)</p> <p>Identify that some things within living memory are similar and some things are different 1</p> <p>Recognise some similarities and differences between the past and present 1</p> <p>Identify some similarities and differences between ways of life in different periods 2</p>	<p>I can name a significant toy from the past</p> <p>1</p> <p>Explain reasons why the toy might be significant 1</p> <p>Talk about why the toy was important and what changed/happened 1</p> <p>Consider one reason why a toy might be significant (e.g., explain why we remember a particular toy). 2</p> <p>Identify a range of significant aspects of a theme, offer some comments on why they have selected these aspects 2</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	observe or handle evidence to ask simple questions about the past 2							
	Use a wider range of information to answer questions 2							
<b>Substantive Concepts:</b> Society and Culture, including: trade, civilisation, industry <b>Key Vocabulary:</b> past, present, older, newer, decade, chronologically, timeline, categories, similarities, differences <b>Presenting, Communicating and Organising:</b> Talk, write and draw about things from the past Use historical vocabulary to retell simple stories about the past				<b>Substantive Knowledge</b> <ul style="list-style-type: none"> <li>- Find out what toys our parents and grandparents played with.</li> <li>- Find out what toys were like at different times in the past.</li> <li>- Identify toys that are old and toys that are new</li> <li>- Describe how toys are different and how they are the same</li> <li>- Order toys chronologically</li> </ul>				
<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>				
<b>Class 2 Year 1 and 2</b>	<b>Investigations</b>	<b>Chronological Understanding</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
Neil Armstrong and Mae Jemison  <i>Why do we remember Neil Armstrong and Mae Jemison?</i>  NC: Significant individuals and events	<p><b>Why is Neil Armstrong famous?</b></p> <p><b>Would you like to join Neil Armstrong on his first space mission?</b></p> <p><b>What was the impact on the world of the Moon landing?</b></p> <p><b>Is it right that Neil Armstrong is remembered as the most significant person involved in the moon landing?</b></p> <p><b>Why is Mae Jemison Famous?</b></p>	Use simple timelines to sequence processes, events, objects within their own experience 1  Sequence pictures from different periods 1  sequence artefacts and events that are close together	know and recount episodes from stories and significant events in history 1  understand that there are reasons why people in the past acted as they did 1  describe significant individuals from the past 1  Recall some facts about	With support, I can use evidence of explorers lives to ask questions about the past (1)  Start to compare two versions of past events 2  Observe and use pictures, photographs and artefacts to find out about the past 1  Explain that there are different types of evidence and sources, such as photographic and written, that can be used to represent the past 2	Understand that a cause makes something happen and that historical events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular	Start to understand that during the same period of time, life was different for people in the past, such as for Mae Jemison in segregated USA. 1&2  Identify that some things within living memory are similar and some things are difference 2	I can name significant explorers from the past (1)  Explain reasons why someone might be significant 2  Talk about why the event or person was important and what changed/happened 2

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p><b>What questions would you like to ask Mae Jemison?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p> <p>Use a wider range of information to answer questions 2</p>	<p>in time on a timeline. 2</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2</p>	<p>people/events before living memory 1</p> <p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p>	<p>Start to understand that there can be different versions of the same event from the past 2</p>	<p>Explain that historical events are caused by things that occurred before them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2</p>	<p>topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>		
<p><b>Substantive Concepts:</b></p> <p>Exploration and Invasion, including: society, industry, empire and civilisation</p> <p><b>Key Vocabulary:</b></p> <p>journey, worldwide, hero, travel, explorer, spaceship, astronaut, spacesuit, The Eagle, 1969, Apollo 11, Buzz Aldrin, Michael Collins, 1992, scientist, discrimination, inspiration, NASA, Kenedy Space Centre, mission, Endeavour, zero gravity</p> <p><b>Presenting, Communicating and Organising:</b></p> <p>talk, write and draw things from the past 2</p>		<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- In the 1950s and 1960s, people started to explore space. Russia and the USA were both racing against each other to try and make the most advances in space exploration. The thing they most wanted to do was to send a man to the moon.</li> <li>- Neil Armstrong started astronaut training in the 1960s. By the 1960s lots of people had cars, some people had black and white TVs and computers had been invented but they were big and expensive, home phones had been invented.</li> <li>- NASA’s mission to send American astronauts to the moon was called Apollo 11. Neil Armstrong was the mission’s commander. He was joined by Michael Collins and Edwin (Buzz) Aldrin.</li> <li>- Neil Armstrong was the first man to walk on the moon. As he stepped out, he said, “That’s one small step for man, one giant leap for mankind.” This is now one of the most famous sentences in history. Mae Jemison is an American engineer, physician and former NASA astronaut. She is famous for becoming the first black woman to travel into space.</li> </ul>						

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Use historical vocabulary to retell simple stories about the past 2		<ul style="list-style-type: none"> <li>- Jemison served aboard the Space Shuttle Endeavour as a mission specialist.</li> <li>- In the 1960s it was highly unusual for black women to become scientists. Jemison experienced discrimination from her teachers at school.</li> <li>- On 28<sup>th</sup> September 1989 Jemison was chosen to join the 50<sup>th</sup> mission on Space Shuttle Endeavour. Her job was a Mission Specialist. Jemison carried out scientific experiments in space.</li> </ul>						
Historical Enquiry		Disciplinary Concepts						
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>Castles (Beeston and Peckfordton)</p> <p><b>Who lived in the castle at Beeston?</b></p> <p>Significant historical events, people and places in their own locality</p>	<p><b>Who built the first castles in the UK?</b></p> <p><b>Who built the castle at Beeston?</b></p> <p><b>How are the features of Norman and Medieval castles similar/different? Who lived in Beeston castle?</b></p> <p><b>How were common people in the local area treated in medieval times?</b></p> <p><b>How has the use of local castles changed over time?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p>	<p>Sequence pictures from different periods. 1</p> <p>I can place events and some artefacts on a timeline (2)</p> <p>Realise that we use dates to describe events in time 2 Confident in use of terms old and new 1</p> <p>Use terms then and now correctly and is comfortable with the term 'the past' 1</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past 1</p> <p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2</p>	<p>know and recount episodes from stories and significant events in history 1</p> <p>understand that there are reasons why people in the past acted as they did 1</p> <p>describe significant individuals from the past 1</p> <p>Recall some facts about people/events before living memory 1</p> <p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p> <p>Recount the main events from a significant event in history 2</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were (2)</p> <p>Understand that a cause makes something happen and that historical events have causes 1</p> <p>Understand that a consequence is something that happens as a direct result of something else 1</p> <p>Explain that historical events are caused by things that occurred before</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p> <p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>	<p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1</p> <p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 2</p>	<p>I can begin to talk about key events of a significant king/queen or castle (2)</p> <p>Talk about why the event or person was important and what changed/happened 1</p>



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	<p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p> <p>Use a wider range of information to answer questions 2</p>		<p>start to understand that there can be different versions of the same event from the past 2</p> <p>start to use stories or accounts to distinguish between fact and fiction 2</p> <p>start to compare two versions of past events 2</p>		<p>them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2</p>			
<p><b>Substantive Concepts:</b> Power, including- monarchy, war, society, settle, migrate</p> <p><b>Vocabulary:</b> invaded, battle, Battle of Hastings, motte and bailey, keep and bailey, Norman invaders, features, medieval, peasants, tax, change over time, crag, crusades, fortification, inner ward, palisade.</p> <p><b>Presenting, Communicating and Organising:</b> talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2</p>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- After the Battle of Hastings the Norman conquest of Britain began. The Bayeux Tapestry tells the story of the Battle of Hastings.</li> <li>- Many Norman castles were simple motte and bailey structures, later Norman castles had round towers and a gatehouse, water-filled moats and catapults.</li> <li>- Typical features of a medieval castle include: a moat, barbican, curtain walls and towers, fortified gatehouse, keep and a bailey or inner ward.</li> <li>- Beeston is a medieval castle. It has one of the deepest castle wells in England which is believed to be the hiding place of Richard II's lost treasure;</li> <li>- Beeston Castle was built at the time of Henry III</li> <li>- Most peasants worked the land. They were farmer workers. They did not get to choose where they worked and they were not allowed to leave their job. Peasants had to grow food for their lord and the church as well as for their family.</li> </ul>					
	<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>			
<b>Class 2 Year 1 and 2</b>	<b>Investigations</b>	<b>Chronological Understanding</b>	<b>Evidence and Interpretation</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<p>Seaside Holidays</p> <p><i>How have seaside holidays changed over</i></p>	<p><b>What activities do people do at the seaside? How might these have changed?</b></p> <p><b>How can photos help us find out information about</b></p>	<p>I can label timelines with words such as: past, present, older and newer (1)</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past 1</p>	<p>know and recount episodes from stories and significant events in history 1</p>	<p>Understand that a cause makes something happen and that historical</p>	<p>I can describe how holidays have changed and how they have continued over time (2)</p>	<p>Recognise some similarities and differences between the past and the present 1</p>	<p>Talk about why the event or person was important and what changed/happened 1</p>

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<p><i>the last 100 years?</i></p> <p>NC: Changes within living memory</p>	<p><b>seaside holidays in the past?</b></p> <p><b>When did seaside holidays start to get popular?</b></p> <p><b>Why did seaside holidays become more popular in the 19<sup>th</sup> Century?</b></p> <p><b>What were some of the features of seaside holidays 100 years ago?</b></p> <p><b>What are the features of seaside holidays from three different eras?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p> <p>Use a wider range of information to answer questions 2</p>	<p>Use terms then and now correctly and is comfortable with the term 'the past' 1</p> <p>Understands that the world was different in the past 1</p> <p>I can place events and artefacts on a timeline (2)</p> <p>Sequence artefacts and events that are close together in time 2</p>	<p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2</p> <p>start to understand that there can be different versions of the same event from the past 2</p> <p>start to use stories or accounts to distinguish between fact and fiction 2</p> <p>start to compare two versions of past events 2</p>	<p>understand that there are reasons why people in the past acted as they did 1</p> <p>describe significant individuals from the past 1</p> <p>Recall some facts about people/events before living memory 1</p> <p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p> <p>Recount the main events from a significant event in history 2</p>	<p>events have causes 1</p> <p>Understand that a consequence is something that happens as a direct result of something else 1</p> <p>Explain that historical events are caused by things that occurred before them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2 )</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p> <p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>	<p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1</p> <p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 2</p> <p>Identify that some things within living memory are similar and some things are different 1</p> <p>Identify some similarities and differences between ways of life in different periods. 2</p>	<p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<b>Substantive Concepts: Society and Community, including- trade and industry</b>  <b>Vocabulary:</b> 100 years ago, Victorian era, Edwardian Era, steam train, Punch and Judy show, piers  <b>Presenting, Communicating and Organising:</b> <ul style="list-style-type: none"> <li>- Talk, write and draw about things from the past</li> <li>- Use historical vocabulary to retell simple stories from the past</li> </ul>		<b>Substantive Knowledge:</b> <ul style="list-style-type: none"> <li>- Explore the features of seaside holidays using photographs as a prompt</li> <li>- Identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday;</li> <li>- How seaside holidays were different in the past; Seaside holidays were initially enjoyed only by the rich;</li> <li>- Change during the Victorian era, particularly the role of the steam train in allowing people to visit the beach;</li> <li>- How seaside holidays changed in the Edwardian era.</li> </ul>						
Historical Enquiry				Disciplinary Concepts				
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
The Great Fire of London  <i>How did the Great Fire change London?</i>  NC: Events from beyond living memory that are significant nationally and globally	<p><b>What was Stuart London like?</b></p> <p><b>What happened on the night of 2<sup>nd</sup> September 1666?</b></p> <p><b>Could anyone have stopped what happened on 2<sup>nd</sup> September 1666?</b></p> <p><b>What was it like at the height of the fire?</b></p> <p><b>What was left of London?</b></p> <p><b>What did the King do to make London better?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into</p>	<p>I can label timelines with words such as: past, present, older and newer (1)</p> <p>I can use dates where appropriate (2)</p> <p>Sequence artefacts and event that are close together in time 2</p> <p>Realise that we use dates to describe events in time e.g., 1666 for the Great Fire of London. 1</p> <p>Order dates from earliest to latest</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past 1</p> <p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries,</p>	<p>know and recount episodes from stories and significant events in history 1</p> <p>understand that there are reasons why people in the past acted as they did 1</p> <p>describe significant individuals from the past 1</p> <p>Recall some facts about people/events before living memory 1</p> <p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p> <p>Recount the main events from a significant event in history 2</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were (2)</p> <p>Understand that a cause makes something happen and that historical events have causes 2</p> <p>Explain that historical events are caused by things that occurred before them 2</p> <p>Understand that a consequence is something that happens as a result of something else</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century (2)</p> <p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p> <p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify</p>	<p>Recognise some similarities and differences between the past and the present 1</p> <p>Identify some similarities and differences between ways of life in different periods 2</p> <p>Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2</p> <p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2</p>	<p>Talk about why The Great Fire of London/ Samuel Peeps was important and what changed/happened 1</p> <p>Explain reasons why someone might be significant 1</p> <p>Consider one reason why an event or person might be significant 2</p> <p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p> <p>Use a wider range of information to answer questions 2</p>	<p>on simple timelines 2</p>	<p>historical sites and the internet 2</p> <p>start to understand that there can be different versions of the same event from the past 2</p> <p>start to use stories or accounts to distinguish between fact and fiction 2</p> <p>start to compare two versions of past events 2</p>			<p>differences and similarities between early and modern aeroplanes) 2</p>		
<p><b>Substantive Concepts:</b> Conflict and Disaster, including monarchy, civilisation, industry</p> <p><b>Vocabulary:</b> Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.</p> <p><b>Presenting, Communicating and Organising:</b> talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2</p>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The Great Fire of London happened in 1666.</li> <li>- The fire started in a bakery on Pudding Lane. Buildings were close together and often made of wood, meaning that the fire spread quickly.</li> <li>- For many years after the fire, buildings were rebuilt further apart and made with stone.</li> <li>- Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</li> </ul>					
	<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>			
<b>Class 2 Year 1 and 2</b>	<b>Historical Investigations</b>	<b>Chronological Understanding</b>	<b>Evidence and Interpretation</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<p>The Voyage of Christopher Columbus</p> <p><i>Why was Christopher Columbus' voyage in</i></p>	<p><b>Life today is very different to life when Columbus was alive. What do you think might have been different?</b></p> <p><b>Why did Columbus think he could find a way to</b></p>	<p>I can label timelines with words such as: past, present, older and newer (1)</p> <p>I can place events,</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past 1</p> <p>explain that there are</p>	<p>know and recount episodes from stories and significant events in history 1</p> <p>understand that there are reasons why people in the past acted as they did 1</p>	<p>I can explain why Christopher Columbus went on his voyage and what the consequences were (2)</p>	<p>I can describe what changed after Christopher Columbus and how these changes have continued through to the 21st century (2)</p>	<p>Recognise similarities and differences between the past and the present 1</p> <p>Identify some similarities and differences between</p>	<p>Talk about the event or person and what changed/happened 1</p> <p>Explain reasons why someone might be significant 1</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p>1492 significant?</p> <p>NC: Events from beyond living memory that are significant nationally and globally</p>	<p><b>reach Asia by travelling west?</b></p> <p><b>Imagine you are going to meet a sailor who is about to go on the voyage with Columbus. What questions would you ask?</b></p> <p><b>What was life like on board the Nina, the Pinta and the Santa Maria?</b></p> <p><b>Columbus claimed the land for the king and queen of Spain. How do you think the people who already lived there felt about this?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p>	<p>artefacts and historical figures on a timeline (2)</p> <p>I can use dates where appropriate (2)</p> <p>Can follow logic of fiction titles e.g. 'Once There Were Giants' 1</p> <p>Sequence parts of more complex stories where action takes place over a long period of time. 2</p>	<p>different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2</p> <p>start to understand that there can be different versions of the same event from the past 2</p> <p>start to use stories or accounts to distinguish between fact and fiction 2</p> <p>start to compare two versions of past events 2</p>	<p>describe significant individuals from the past 1</p> <p>Recall some facts about people/events before living memory 1</p> <p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p> <p>Recount the main events from a significant event in history 2</p>	<p>Understand that a cause makes something happen and that historical events have causes 1</p> <p>Understand that a consequence is something that happens as a direct result of something else 1</p> <p>Explain that historical events are caused by things that occurred before them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p> <p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>	<p>ways of life in different periods 2</p> <p>Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2</p> <p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2</p>	<p>Consider one reason why an event or person might be significant 2</p> <p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	Use a wider range of information to answer questions 2								
<p><b>Substantive Concepts:</b> Exploration and Invasion, including-monarchy, war, voyage, society</p> <p><b>Vocabulary:</b> sailor, merchant ship, explorer, astronomy, King Ferdinand, Queen Isabella of Spain, expedition, Nina, Pinta, Santa Maria, rigging, crows nest, colonialism, cruelty, Age of Exploration</p> <p><b>Presenting, Communicating and Organising:</b> Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories from the past</p>		<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- In the time of Christopher Columbus people had only just started to believe the world was round;</li> <li>- Columbus thought he could find a quicker way to reach Asia by sailing west. No one had tried this before.</li> <li>- King Ferdinand and Queen Isabella of Spain agreed to give Columbus the money he needed for his expedition. They wanted him to bring them back lots of riches from Asia such as gold, silk and spices.</li> <li>- In 1492 (over 500 years ago: children do not need to know dates or understand what 500 years means) Columbus set off with three ships: the Nina, the Pinta and the Santa Maria. Life on board was very hard for the sailors.</li> <li>- After five weeks at sea, Columbus and his crew landed on the Bahamas. He thought he had landed in 'the Indies'.</li> <li>- Lots of people were already living in America. Columbus called these native people 'Indians' because he thought he had landed in the Indies.</li> <li>- Columbus claimed the new land for the king and queen of Spain. When one country takes control of another land, country or region this is called colonisation or colonialism.</li> <li>- After his first voyage Columbus made several other voyages to the Americas. He brought back lots of things from his voyages including: turkeys, potatoes, pineapples, tobacco plants</li> </ul>							
		<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>			
<b>Class 1 Year 1 and 2</b>	<b>Investigations</b>	<b>Chronological Understanding</b>	<b>Evidence and Interpretation</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>	
Rosa Parks and Emily Davidson  <i>Why do we remember Emily Davidson and Rosa Parks?</i>  NC: Significant individuals	<p><b>Who was Emily Davidson and why do we remember her?</b></p> <p><b>Who was Rosa Parks and why do we remember her?</b></p> <p><b>What are civil rights? How do these link to British Values?</b></p> <p><b>Why are Emily Davidson and Rosa Parks important in our</b></p>	<p>I can place events on a timeline (1)</p> <p>Understands that the world was different in the past 1</p> <p>I can place events, artefacts and historical figures on a timeline (2)</p>	<p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1</p> <p>Observe and use books and pictures, stories, eyewitness accounts, pictures,</p>	<p>know and recount episodes from stories and significant events in history 1</p> <p>understand that there are reasons why people in the past acted as they did 1</p> <p>describe significant individuals from the past 1</p> <p>Recall some facts about people/events before living memory 1</p>	<p>I can discuss the causes of the events of the lives of Rosa Parks and Emily Davidson (1)</p> <p>Understand that a cause makes something happen and that historical</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects 1</p> <p>Begin to understand that some things change, and some things stay nearly the same 1</p>	<p>similarities and differences between the past and the present 1</p> <p>Identify some similarities and differences between ways of life in different periods 2</p> <p>Start to understand that during the same period of time life was different for</p>	<p>Talk about the event or person and what changed/happened 1</p> <p>Explain reasons why someone might be significant 1</p> <p>Consider one reason why an event or person might be significant 2</p>	

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	<p><b>understanding of civil rights</b></p> <p><b>Are there similarities between Emily Davidson and Rosa Parks?</b></p> <p><b>What can we learn from Emily Davidson and Rosa Parks? Can we apply this learning to our own lives?</b></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1</p> <p>Sort some objects/artefacts into new and old and then and now 1</p> <p>Identify different ways in which the past is represented 1</p> <p>use evidence to explain the key features of events 2</p> <p>observe or handle evidence to ask simple questions about the past 2</p> <p>Use a wider range of information to answer questions 2</p>	<p>I can use dates where appropriate (2)</p> <p>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2</p>	<p>photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet2</p> <p>start to understand that there can be different versions of the same event from the past 2</p> <p>Start to use stories or accounts to distinguish between fact and fiction 2</p> <p>start to compare two versions of past events 2</p>	<p>Give clear explanation of an important event, offering two or three reasons why an event took place 2</p> <p>Give a few reasons for more complex human actions 2</p> <p>Recount the main events from a significant event in history 2</p>	<p>events have causes 1</p> <p>Understand that a consequence is something that happens as a direct result of something else 1</p> <p>Explain that historical events are caused by things that occurred before them 2</p> <p>Identify a few relevant causes and effects for some of the main events covered 2</p>	<p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2</p>	<p>people in the past such as rich and poor, male and female 2</p> <p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2</p>	<p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2</p>
<p><b>Substantive Concepts:</b></p> <p>Conflict and disaster, including empire, industry</p>			<p><b>Substantive Knowledge:</b></p> <p>- Emily Davidson was born in the Victorian era in 1872 in London. At that time women weren't allowed to vote and choose who ran</p>					

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><b>Vocabulary:</b></p> <p>civil rights, segregation, discrimination, suffragette, Victorian, vote, boycott, Martin Luther King,</p> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past;</li> <li>- use historical vocabulary to retell simple stories about the past</li> </ul>		<p>the country. Emily thought this was unfair.</p> <ul style="list-style-type: none"> <li>- Emily Davidson joined a group called the suffragettes. They were fighting for women to be able to vote.</li> <li>- Emily Davidson was a militant suffragette: she was prepared to break the law and even go to prison for what you believe in. Some suffragettes smashed windows, burned down buildings and chained themselves to railings.</li> <li>- She is famous because she died when she walked onto the racecourse at Epsom Derby and was knocked down by the King's horse. Segregation laws separated (segregated) black Americans from white Americans at school, on public transport and in public places.</li> <li>- In 1955, Rosa Parks refused to give up her seat on a bus to a white person. The police were called, Rosa was taken off the bus and arrested.</li> <li>- This started the Montgomery bus boycott, where all black people refused to use the buses. In the end this lasted for over a year until the law was changed so that black and white people could sit together.</li> </ul>						
Class 3 Year 3 and 4		Historical Enquiry			Disciplinary Concepts			
Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
<p>Stone Age to Iron Age</p> <p><i>How did daily life change in Britain from the Stone Age to the Iron Age?</i></p> <p>NC: Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>What is prehistory?</b></p> <p><b>How and when did people first come to Britain?</b></p> <p><b>What was Mesolithic, Mesolithic and Neolithic life like?</b></p> <p><b>How did people live in the Bronze Age?</b></p> <p><b>How did people live in the Iron Age?</b></p> <p><b>Which was better stone, bronze or iron?</b></p> <p>use a range of primary and secondary sources to find out about the past 3</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 3</p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being</p>	<p>Explore the idea that there are different accounts of history 3</p> <p>begin to understand some of the ways in which historians and others investigate the past 3</p> <p>look at two versions of the same event or story in history and identify differences 4</p> <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts</p>	<p>Find out about the everyday lives of people in time studied compared with our life today 3</p> <p>Explain how people and events in the past have influenced life today 4</p> <p>identify key features, aspects and events of the time studied 3</p> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied 4</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration (3)</p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it 3</p> <p>Begin to understand that historical events create changes that have consequences 3</p> <p>Can comment on the importance of causes and effects for some</p>	<p>Identify key things that stayed the same and changed between periods 3</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these 3</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time 3</p> <p>Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age (3)</p> <p>Identify and give some examples of how life was similar in the past 3</p> <p>Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3</p> <p>Identify and give multiple examples of how life was different for different people in the same and different periods of</p>	<p>Identify historically significant people and events from a period of history and give some details about what they did or what happened 3</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3</p> <p>Can explain why some aspects of historical accounts, themes or periods are significant 4</p> <p>Can explain independently why a historical topic, event or person was distinctive or significant 4</p>



# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	gather more detail from sources such as maps to build up a clearer picture of the past 3  regularly address and sometimes devise own questions to find answers about the past 4  begin to undertake their own research 4	studied and passing of time 4  understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 3	may be different 4  Know that people in the past represent ideas in a way that persuades others 4		of the key events and developments within topics 4		time, such as different rights, different religious beliefs. 4	
<p><b>Substantive Concepts:</b> Society and Community, including: migration, settlement, industry, religion</p> <p><b>Key Vocabulary:</b> Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p> <p><b>Presenting, Communicating and Organising:</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>- start to present ideas based on their own research about a studied period.</li> </ul>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</li> <li>- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</li> <li>- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</li> <li>- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</li> <li>- During the Iron Age, people began to make tools and weapons from iron.</li> <li>- Hillforts developed during the Iron Age. Communities lived on hills for protection.</li> </ul>					
	<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>			
<b>Class 3 Year 3 and 4</b>	<b>Historical Investigations</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>NC: The achievements of the earliest civilisations –</b>	<b>What were the main achievements of the earliest civilisations?</b>	Sequence several events, artefacts or	Explore the idea that there are different accounts of history 3	find out about the everyday lives of people in time	I can suggest causes and consequences of some of the main achievements of the	Identify key things that stayed the same and changed between periods 3	I can compare the	Identify historically significant people and events from a period of history

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><b>an overview of where and when the first civilisations appeared</b></p>	<p><b>Where and when did some of the earliest civilisations begin?</b></p> <p><b>When did people first start using a writing system?</b></p> <p><b>Why did people start trading?</b></p> <p><b>When was money first used?</b></p> <p><b>Why did writing and number systems develop?</b></p> <p><b>Can you explain the technology and inventions of the early civilisations?</b></p> <p><b>How were early buildings constructed?</b></p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past 3</p>	<p>historical figures on a timeline using dates, including those that are sometimes further apart 3</p> <p>I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4</p>	<p>begin to understand some of the ways in which historians and others investigate the past 3</p>	<p>studied compared with our life today 3</p> <p>Explain how people and events in the past have influenced life today 4</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied 4</p>	<p>earliest civilisations (3)</p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequence 3</p> <p>Understand that historical events have consequences that sometimes last long after the</p>	<p>Identify that there are reasons for continuities and changes across periods of time and explain some of these 3</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time 3</p> <p>Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).</p>	<p>similarities and differences between the earliest civilisations(3)</p> <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4</p> <p>Identify and give some examples of how life was similar in the past 4</p>	<p>and give some details about what they did or what happened 3</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3</p> <p>Can explain why some aspects of historical accounts, themes or periods are significant 4</p> <p>Can explain independently why a historical topic, event or person was distinctive or significant 4</p>
<p><b>Substantive Concepts:</b></p> <p>Trade, Industry, Civilisation</p> <p><b>Key Vocabulary:</b> civilization, communicate, geographical features, primary source, secondary source, evidence</p> <p><b>Presenting, Communicating and Organising</b></p>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- A civilisation is the society, culture and way of life of a particular area. It is usually used to refer to a society that has reached a high level of social development and organization</li> <li>- Children will learn about the location and time period of the first civilizations, including Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China</li> <li>- Ancient Sumer was the first great civilisation in the world. They lived in Sumer, an area that is now Iraq. Sumer was bordered by the River Euphrates and River Tigris</li> <li>- The Indus Valley grew up around the Indus River in what is now Pakistan and northern India</li> <li>- Ancient Egypt developed along the banks of the River Nile in Egypt</li> </ul>					

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p>	<ul style="list-style-type: none"> <li>- The Shang Dynasty was one of China’s first civilisations. The Shang lived in the Yellow River Valley</li> <li>- The first writing system was invented by the Sumerians around 3300 BC. The first writing used pictures instead of words but developed into cuneiform writing. Writing was first used as a way of keeping track of goods that were traded with other people. Later it was used to record stories, poems laws and contracts</li> <li>- The ancient Egyptians developed their own writing system called hieroglyphics. By around 2600 BC, the ancient Egyptians were using papyrus to write on instead of stone- this was the first type of paper.</li> <li>- The Shang Dynasty were the first civilisation in China to leave written records behind. They used symbols which are similar to modern Chinese writing. They wrote on bones, bamboo and silk.</li> <li>- Once people settled into permanent settlements they began grow more than they needed and make items such as baskets, pottery and jewelley. They could trade these goods for goods of equal value from other communities.</li> <li>- As trade grew, people had to find ways of keeping track of what was being traded. Ancient Sumerians used clay tokens, people of the Indus Valley used seals.</li> <li>- Trade was a good way to spread new ideas and technologies. The people of the Indus Valley civilisation were the first people to use cotton to make cloth. The cloth was traded and other civilisations would learn how to make it.</li> <li>- The first coins were used in 700BC. They were a mixture of gold and silver. They were used for trade and the idea of coins quickly spread to the ancient Greeks.</li> <li>- Each early civilisation devised their own number systems so they could keep track of records.</li> <li>- One of the earliest technologies in the world was the wheel. The ancient Sumerians invented the wheel around the year 4000 BC.</li> </ul>
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Historical Enquiry		Disciplinary Concepts						
Class 3 Year 3 and 4	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>Ancient Egypt</p> <p><i>What were the greatest achievements of Ancient Egypt?</i></p> <p>NC: The achievements of the earliest civilisations</p>	<p><b>Who were the Ancient Egyptians?</b></p> <p><b>What was life like in Ancient Egypt?</b></p> <p><b>What was the ancient Egyptian ritual of mummification?</b></p> <p><b>Who was Tutankhamun and why is he still remembered today?</b></p> <p><b>How does ancient Egyptian writing compare to my own?</b></p> <p><b>What powers did the ancient Egyptian gods have? What was their influence on daily life?</b></p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3</p> <p>I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms</p>	<p>Explore the idea that there are different accounts of history 3</p> <p>begin to understand some of the ways in which historians and others investigate the past 3</p> <p>look at two versions of the same event or story in history and identify differences 4</p>	<p>find out about the everyday lives of people in time studied compared with our life today 3</p> <p>Explain how people and events in the past have influenced life today 4</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied 4</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt (3)</p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that</p>	<p>Identify key things that stayed the same and changed between periods 3</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these 3</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time 3</p> <p>Make valid statements about the main</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt (3)</p> <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4</p>	<p>Identify historically significant people and events from a period of history and give some details about what they did or what happened 3</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3</p> <p>Can explain why some aspects of historical accounts, themes or periods are significant 4</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>use a range of primary and secondary sources to find out about the past 3</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3</p> <p>gather more detail from sources such as maps to build up a clearer picture of the past 3</p> <p>regularly address and sometimes devise own questions to find answers about the past 4</p> <p>begin to undertake their own research 4</p>	<p>related to the unit being studied and passing of time 4</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 3</p>	<p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4</p> <p>Know that people in the past represent ideas in a way that persuades others 4</p>		<p>have consequence 3</p> <p>Understand that historical events have consequences that sometimes last long after the event is over 3</p> <p>Can comment on the importance of causes and effects for some of the key events and developments within topics 4</p>	<p>similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).</p>	<p>Identify and give some examples of how life was similar in the past 4</p>	<p>Can explain independently why a historical topic, event or person was distinctive or significant 4</p>
<p><b>Substantive Concepts:</b></p> <p>Power, including: civilisation, trade, settlement, empire, monarchy, religion</p> <p><b>Key Vocabulary:</b></p> <p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p> <p><b>Presenting, Communicating and Organising</b></p> <p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>- start to present ideas based on their own research about a studied period.</p>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</li> <li>- Life revolved around the Nile, which supported farming, craft and was used for trade.</li> <li>- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</li> <li>- The ancient Egyptians wrote in hieroglyphics on papyrus.</li> <li>-The ancient Egyptians worshipped gods who were responsible for different aspects of life. The ancient Egyptians built the pyramids.</li> </ul>					

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



Class 3 Year 3 and 4	Historical Enquiry				Disciplinary Concepts			
	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>Ancient Greece</p> <p><i>What were the greatest achievements of the Ancient Greeks?</i></p> <p>NC: A study of Greek life and achievements and their influence on the world</p>	<p><b>How can we find out about the civilisations of Ancient Greece?</b></p> <p><b>Who were the Ancient Greeks?</b></p> <p><b>What do artefacts tell us about what life was like in Ancient Greece?</b></p> <p><b>Can we learn anything from Greek myths and legends?</b></p> <p><b>What do we know about the achievements of Alexander the Great?</b></p> <p><b>Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p><b>What do some of our buildings tell us about how we view Ancient Greece today?</b></p> <p><b>How have the Olympic games changed since they were first held in Ancient Greece?</b></p> <p>use a range of primary and secondary sources to find out about the past 3</p> <p>construct informed responses about one aspect of life or a key event</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3</p> <p>I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3</p>	<p>Explore the idea that there are different accounts of history 3</p> <p>begin to understand some of the ways in which historians and others investigate the past 3</p> <p>look at two versions of the same event or story in history and identify differences 4</p> <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4</p> <p>Know that people in the past represent ideas in a way that persuades others 4</p>	<p>find out about the everyday lives of people in time studied compared with our life today 3</p> <p>explain how people and events in the past have influenced life today 4</p> <p>identify key features, aspects and events of the time studied 3</p> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied. 4</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it 3</p> <p>Begin to understand that historical events create changes that have consequences 3</p> <p>Can comment on the importance of causes and effects for some of the key events and developments within topics 4</p>	<p>Identify key things that stayed the same and changed between periods 3</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these 3</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time 3</p> <p>Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).</p>	<p>Identify and give some examples of how life was similar in the past 3</p> <p>Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3</p> <p>Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4</p>	<p>Identify historically significant people and events from a period of history and give some details about what they did or what happened 3</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3</p> <p>Can explain why some aspects of historical accounts, themes or periods are significant 4</p> <p>Can explain independently why a historical topic, event or person was distinctive or significant 4</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>in the past through careful selection and organisation of relevant historical information 3</p> <p>gather more detail from sources such as maps to build up a clearer picture of the past 3</p> <p>regularly address and sometimes devise own questions to find answers about the past 4</p> <p>begin to undertake their own research 4</p>							
<p><b>Substantive Concepts:</b> Society and Community, including: civilisation, trade, settlement, empire, monarchy, Religion</p> <p><b>Key Vocabulary:</b> Ancient, city state, civilisation, democracy, empire, legacies, myth.</p> <p><b>Presenting, Communicating and Organising</b></p> <p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>- - start to present ideas based on their own research about a studied period.</p>		<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</li> <li>- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</li> <li>- Many objects produced in Ancient Greece were made by enslaved people.</li> <li>- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</li> <li>- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</li> <li>- There are lots of myths that originate from this time, including the Trojan War.</li> <li>- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</li> <li>- Ancient Athens is where democracy began.</li> </ul>						

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



Historical Enquiry		Disciplinary Concepts						
Class 3 Year 3 and 4	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>NC: The Roman Empire and its impact on Britain</p> <p>How was Britain impacted by the Roman Empire?</p>	<p><b>Why did the Romans invade this island on the edge of the empire?</b></p> <p><b>Did Claudius invade for the same reasons as Caesar?</b></p> <p><b>Why did Boudica stand up to the Romans and what image do we have of her today?</b></p> <p><b>How were the Romans able to keep control over such a vast empire?</b></p> <p><b>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</b></p> <p><b>How can we solve the mystery of why this great empire came to an end?</b></p> <p><b>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</b></p> <p><b>What were the consequences of the Roman invasion at Chester (Diva)</b></p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3</p> <p>I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3</p> <p><b>The conquest took many years to</b></p>	<p>Explore the idea that there are different accounts of history 3</p> <p>begin to understand some of the ways in which historians and others investigate the past 3</p> <p>look at two versions of the same event or story in history and identify differences 4</p> <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4</p> <p>Know that people in the past represent ideas in a way that persuades others 4</p>	<p>find out about the everyday lives of people in time studied compared with our life today 3</p> <p>explain how people and events in the past have influenced life today 4</p> <p>identify key features, aspects and events of the time studied 3</p> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied. 4</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it 3</p> <p>Begin to understand that historical events create changes that have consequences 3</p> <p>Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over 3</p> <p>Can comment on the importance of causes and effects for some of the key events and developments within topics 4</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence (4)</p> <p>Identify key things that stayed the same and changed between periods 3</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these 3</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time 3</p> <p>Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age) 4</p>	<p>Identify and give some examples of how life was similar in the past 3</p> <p>Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3</p> <p>Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4</p>	<p>Identify historically significant people and events from a period of history and give some details about what they did or what happened 3</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3</p> <p>Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support) (4)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened 4</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p><b>Depth study- Local History</b>  <b>Roman Chester and what the archaeology has revealed about it</b></p> <p>use a range of primary and secondary sources to find out about the past 3</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3</p> <p>gather more detail from sources such as maps to build up a clearer picture of the past 3</p> <p>regularly address and sometimes devise own questions to find answers about the past 4</p> <p>begin to undertake their own research 4</p>	<p><b>'complete' and there were a number of rebellions against Rome</b></p>	<p><b>Including this interaction between the Roman invaders and Britons highlights that there is no singular narrative to be told.</b></p> <p><b>Focus on how David Olusoga came to write about the varied people who lived and guarded Hadrien's wall</b></p>		<p><b>Understood by studying the different reactions of Briton tribes who chose to become cooperative and those that eventually rebelled.</b></p>			
<p><b>Substantive Concepts:</b>                  Empire, Rebellion, Settlement</p> <p><b>Key Vocabulary:</b></p> <p>Conquer/conquest, Empire/Emperor/Frontier/Gaul, Govern, Government, Hypocaust, Invade/Invasion, Legion, Province, Raid, Rebellion, Rule/Ruler, Slave, Tax/Taxes, Temple, Tribe/Tribal, Trade, Villa, Worship/Worshipped</p>		<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The arrival of the Romans to Britain and their occupation for over 350 years marks a turning point in the history of Britain. Not only did they transform the landscape but they also left written records for the first time in the form of letters, coins and graffiti</li> <li>- What people remember the Romans for most is the strength of their rule and their advanced lifestyle compared to the Iron Age Britons. They introduced cities, roads, villas and even public baths connected through an impressive system of well engineered roads.</li> <li>- The Romans were able to keep control of Britain through the use of their disciplined and organized army which shortly after 410 AD left the Britons to rule themselves</li> <li>- The Romans legacy is still felt to this day, in the form of the Latin language , buildings and laws</li> </ul>						



# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>- start to present ideas based on their own research about a studied period.</li> </ul>		<ul style="list-style-type: none"> <li>- Some modern cities were key sites in Roman Britain. They were linked by the road network</li> <li>- Chester was called Diva. It was home to a large fortress which shows it was an important settlement. Archology shows that many different types of people lived in Diva and it was home to an important port for trading. Roman Chester can still be seen today, under the streets we walk on</li> <li>- In 122 AD, Emperor Hadrian ordered a wall to be built to mark the northern border of the empire. Many soldiers, including those from Africa, guarded the wall.</li> </ul> <p>55 BC Julius Caesars’ army lands and briefly defeats some tribes and then leaves.</p> <p>43 AD Claudius invades and stays. Romans begin 367 years of continuous occupation.</p> <p>61 AD Queen Boudica of the Iceni leads rebellion against the Romans but is defeated.</p> <p>122 AD Romans start to build Hadrian’s Wall, marking the northern edge of their empire.</p> <p>410 AD Roman army leaves Britain.</p>						
		<b>Historical Enquiry</b>			<b>Disciplinary Concepts</b>			
<b>Class 4 Year 5 and 6</b>	<b>Historical Investigation</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Knowledge and Understanding of Events and People in the Past</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<p>Viking and Anglo-Saxon struggle for the kingdom of England</p> <p><i>How did England change during the settlement of the Anglo-Saxons and Vikings?</i></p> <p>NC: Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>	<p><b>Questions</b></p> <p><b>Why did the Vikings invade Britain?</b></p> <p><b>What are some of the different perspectives of the Viking invasions?</b></p> <p><b>How did the Vikings gain control of the northeast of England?</b></p> <p><b>What role did King Alfred play in making England a unified country?</b></p> <p><b>What was life like for the Vikings living in Britain?</b></p> <p><b>How and when did England become a unified country?</b></p> <p>recognise when they are using primary and</p>	<p>Use dates accurately in describing events and people (5)</p> <p>order an increasing number of significant events, movements and dates on a timeline using dates accurately 5</p> <p>accurately use dates and terms to describe historical events 6</p> <p>understand how some historical events/periods occurred concurrently in</p>	<p>find and analyse a wide range of evidence about the past 5</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start</p>	<p>identify and note connections, contrasts and trends over time in the everyday lives of people 5</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6</p> <p>Make links between some of the features of past societies (e.g., religion, houses, society, technology) 6</p> <p>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5</p> <p>describe the key features of the past, including attitudes,</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p>	<p>I can identify periods of rapid change in history (5)</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain (5)</p> <p>Identify why some changes between different periods of time have had more significant consequences than others 5</p> <p>Understand that there are times in history when change happens suddenly and</p>	<p>Explain and give varied examples of how life was similar and different in the past 5</p> <p>Explain and give examples to show that things may have been different from place to place at the same time 5</p> <p>Start to give reasons for these similarities and differences 5</p> <p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the</p>	<p>I can describe the social and cultural significance of a past society (5)</p> <p>Understand that what we consider to be significant can change throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify a range of historically significant people and events from</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>secondary sources of information to investigate the past 5</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>	<p>different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>to question its reliability 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others investigate the past 5</p> <p>Evaluate evidence to choose the most reliable forms 6</p> <p>Know that people in the past have a point of view and that this can affect interpretation 6</p> <p>Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6</p>	<p>beliefs and the everyday lives of men, women and children 5</p>	<p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments (e.g., explain how and why the Vikings were such successful travellers and how important this was in their success) 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g., recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons) 6</p>	<p>these moments of change can be referred to as 'turning points' in history 5</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history 5</p>	<p>change (e.g., provide some similarities and differences affecting different forms of communication 6</p>	<p>different periods of history and explain why they were significant 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p> <p>Compare the significance of events, development and people across topics and time periods 6</p>
<p><b>Substantive Concepts: Exploration and Invasion, including: migration, trade, monarchy, settlement, religion</b></p>								

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



## Substantive Knowledge:

- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.
- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.
- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.
- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.

**Key Vocabulary:** Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid, archaeologist, excavate, Sutton Hoo

## Presenting, Communicating and Organising

- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;
- plan and present a self-directed project or research about the studied period

Historical Enquiry		Disciplinary Concepts						
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>Early Islamic Civilisations including Baghdad c 900AD</p> <p>What did the early Islamic civilisation leave behind?</p> <p>NC: Non-European society that contrasts with British history</p>	<p><b>How different was Baghdad to London around 900AD?</b></p> <p><b>What was in the House of Wisdom? Explain its importance.</b></p> <p><b>Who was Ibn Battuta and how did his Rihla help us?</b></p> <p><b>Who was Al-Zahrawi and what could we learn from Muslim medicine?</b></p> <p><b>What did the early Islamic civilisation leave behind?</b></p> <p>recognise when they are using primary and secondary sources of information to investigate the past 5</p>	<p>Order significant events, movements and dates on a timeline 5</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>understand how some historical events/periods occurred</p>	<p>I can use sources of evidence to deduce information about the past (5)</p> <p>I can use sources of information to form testable hypotheses about the past (5)</p> <p>find and analyse a wide range of evidence about the past 6</p> <p>use a range of evidence to offer</p>	<p>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5</p> <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 6</p> <p>continue to develop their understanding of how historians and others investigate the past 6</p> <p>Make links between some of the features of past societies 6</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p>	<p>I can identify periods of rapid change in history (5)</p> <p>I can explain the concepts of continuity and change over time (5)</p> <p>Identify why some changes between different periods of time have had more significant consequences than others 6</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be</p>	<p>Explain and give varied examples of how life was similar and different in the past 5</p> <p>Explain and give examples to show that things may have been different from place to place at the same time 5</p> <p>Start to give reasons for these similarities and differences 5</p>	<p>I can describe the social and cultural significance of a past society (5)</p> <p>I can describe the characteristic features of the past, including ideas and beliefs (5)</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 6</p> <p>Identify a range of historically significant people and events from</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>	<p>concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5</p> <p>Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6</p> <p>Identify and compare changes within and across different periods 6</p>	<p>some clear reasons for different interpretations of events, linking this to factual understanding about the past 6</p> <p>consider different ways of checking the accuracy of interpretations of the past 6</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 6</p>		<p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6</p>	<p>referred to as 'turning points' in history 6</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history 6</p>		<p>different periods of history and explain why they were significant 6</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 6</p>
<p><b>Substantive Concepts and Historical: Power including civilisation, trade, settlement, empire, monarchy</b></p> <ul style="list-style-type: none"> <li>- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</li> <li>- start to recognise that some concepts, such as technology, will be different across different periods of history;</li> </ul> <p><b>Key Vocabulary:</b></p> <p>central hub, Al-Mansur, caliph, Abbassid Empire, cultural capital, labourers, scholars, The Round Citry, Kingdom, faith, Offa's coin, 13<sup>th</sup> Century, Tigris River, status, Hajj, Muslim,</p>		<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Rashid to run his empire. It's circular shape and 'zoned' areas with lots of irrigation and green areas make it a very modern city.</li> <li>- Baghdad was a great centre of learning. The House of Wisdom became a centre for learning drawn from far and wide. The success Baghdad had in trading with other countries</li> <li>- The Muslim world played a major role in preserving the writings of Ancient Greece and Rome, making them accessible to Europe</li> <li>- Ibn Battuta travelled and documented his travels. He documented his feelings towards customs and traditions, political and social setup. His recordings were put into a book called the Rihla.</li> </ul>						

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



pilgrimage, Holy Cities. <b>Presenting, Communicating and Organising</b> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;		- Important contributors to Muslim medicine, including Al-Zahrawi. The great emphasis Islam placed on medicine and medical advances, and the sheer number of inventions that happened in this period and in this part of the world . - The achievements of Islam in the many areas of society, and their legacy today. The period ended when the city was sacked by the Mongols.							
		<b>Historical Enquiry</b>				<b>Disciplinary Concepts</b>			
Class 4 Year 5 and 6	Historical Investigations	<b>Chronology</b>	<b>Evidence and Interpretation</b>	Knowledge and Understanding of Events and People in the Past	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>	
World War 2 Battle of Britain  <i>Why was the Battle of Britain a significant turning point for Britain in World War 2?</i>  NC: An aspect or theme of British history that extends pupils' chronological knowledge	<p><b>What is modern day Germany like, and how was it ruled before the start of World War 2?</b></p> <p><b>How did Hitler come to power and become the leader of Germany?</b></p> <p><b>How did the Second World War begin?</b></p> <p><b>How did Britain react to the outbreak of World War 2?</b></p> <p><b>How were the lives of civilians changed during World War Two?</b></p> <p><b>How did Britain's Home Front cope when under attack?</b></p> <p><b>What was the impact of World War 2 in the West Midlands area?</b></p> <p><b>Why was the Royal Air Force (RAF) so important to the defence of Britain?</b></p>	<p>Order significant events, movements and dates on a timeline 5</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Great Britain and Germany in 1930s.</p> <p>Understand how multiple historical</p>	<p>find and analyse a wide range of evidence about the past 5</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 5</p> <p>know that people in the past represent events or ideas in a</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people 5</p> <p>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5</p> <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p> <p>Begin to understand that historians may not agree on the main causes of an event 5</p>	<p>Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity 6</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change (6)</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history 6</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history 6</p>	<p>Explain and give varied examples of how life was similar and different in the past 5</p> <p>Explain and give examples to show that things may have been different from place to place at the same time 5</p> <p>Start to give reasons for these similarities and differences 5</p> <p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms</p>	<p>I can describe the social and cultural significance of a past society (5)</p> <p>Understand that what we consider to be significant can change throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened</p>	

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p><b>What major victories led to the Allies winning the war?</b></p> <p><b>Who were the heroes of the Battle of Britain?</b></p> <p>Recognise when they are using primary and secondary sources of information to investigate the past 5</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>	<p>events occurred at the same time in different locations (WW2 as a significant global event)</p> <p>Identify and compare changes within and across different periods 6</p>	<p>way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others investigate the past 5</p> <p>Evaluate evidence to choose the most reliable forms 6</p> <p>Know that people in the past have a point of view and that this can affect interpretation 6</p> <p>Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6</p>		<p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6</p>		<p>of</p>	<p>and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p> <p>Compare the significance of events, development and people across topics 6</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><b>Substantive Concepts:</b> Conflict, including empire, monarchy, civilisation - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> <p><b>Key Vocabulary:</b>  ‘The Few’, ‘Ace’, RAF, combat raids, Luftwaffe, commonwealth, invade, armistice, Treaty of Versailles, Adolph Hitler, the Nazi party, conscription, appeasement, territory, Munich, ‘Peace for our Time’, allies, axis powers, persecution, propaganda, evacuation, operation Dynamo, troops, ‘little ships’, morale, Operation Sealion, operations room, Dowding system, Woomen’s Auxiliary Air Force, radar operators, barrage balloons, civilians, air-raid shelter, enrol</p> <p><b>Presenting, Communicating and Organising</b>  - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</p>	<p><b>Substantive Knowledge:</b> <b>Europe in 1937</b> In the late 1930s, dictators ruled much of Europe. This made democracies like Britain and France extremely nervous - they hoped that the atrocities of World War I would steer Europe away from war, but this could not be guaranteed. Germany was a dictatorship in 1937. The dictator, Adolf Hitler, wanted Germany to be the most powerful country, and he discriminated against certain groups of people based on their religion and ethnicity. <b>Hitler’s rise in popularity:</b> The new German government attempted to rebuild Germany after World War I. Signing the Treaty of Versailles meant that Germany had crippling debts. This led to unemployment and a shortage of goods. Hitler and the Nazi party saw a failing Germany as an opportunity to claim power. In 1932, the Nazis were the largest party in the Reichstag, and then in 1933, Hitler became the Chancellor of Germany. <b>The outbreak of WW2:</b> On 1st September 1939, Hitler invaded Poland. Britain and France declared war on Germany two days later. Britain’s prime minister at the time, Neville Chamberlain, addressed the nation with a speech. There was a widespread belief that Britain needed to stand firm against the threat of Nazi aggression. ‘Keep Calm and Carry On’ was the government’s motivational message to its citizens at the start of WW2. Everyone felt that they were part of the war. The war eort in Britain was known as the Home Front. Children’s lives changed dramatically during the war as many of them were evacuated. Women’s lives also changed as they had to help produce goods. <b>Britain’s Home Front:</b> The war acted on all people, whether on the front line (in Europe) fighting or the home front (back in Britain). The Home Front mainly involved the nation’s civilians. Life changed dramatically for Britain’s Home Front, especially for: • Children – many were evacuated to safer areas. This meant being separated from family and friends for long periods. • Women – With millions of men serving in the armed forces, women were required to fill the jobs that the men left behind. The contributions made by women in dierent workplaces were crucial to the war eort. Women also played important roles in the military. <b>Battle of Britain:</b> Was the successful defence of Great Britain against air raids conducted by the German air force (Luftwaffe) from July through September 1940, after the fall of France. Victory for the Luftwaffe in the air battle would have exposed Great Britain to invasion by the German army, which was then in control of the ports of France only a few miles away across the English Channel. The battle was won by the Royal Air Force (RAF) Fighter Command, whose victory not only blocked the possibility of invasion but also created the conditions for Great Britain’s survival, for the extension of the war, and for the eventual defeat of Nazi Germany. The bombing of British cities, called the Blitz, continued for some time. Still, due to the huge defeat at the Battle of Britain, the German Luftwae would never have the same military power it had before, so it was minimal in comparison. On 6th June 1944, American, Canadian and British troops landed on the beaches of Normandy and stormed the German defences. Within months, Paris was liberated, and the Allies continued their march towards Berlin. With the Soviets marching from the east and the Allies marching from the west, it was not long until the battle reached Berlin. Finally, on 8th May 1945, news reached the world that Berlin had fallen and the Nazi Government had signed a peace treaty. Hitler was dead. The war was over.</p>
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	Historical Enquiry			Disciplinary Concepts				
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Crime and Punishment  <i>How has crime and punishment changed over</i>	<b>How were criminals punished 800 years ago and how do we know?</b>  <b>What does the legend of Robin Hood tell us about medieval justice?</b>	Order significant events, movements and dates on a timeline 5  Order an increasing number	find and analyse a wide range of evidence about the past 5  use a range of evidence to offer some clear reasons	Identify and note connections, contrasts and trends over time in the everyday lives of people 5  describe the key features of the past, including attitudes,	Understand that the consequences of one historical event can sometimes become the causes of	Understand and describe in some detail the main changes to an aspect of a period in history 5  Identify why some	Explain and give varied examples of how life was similar and different in the past 5  Explain and give examples to show	I can describe the social and cultural significance of a past society (5)  Understand that what we consider to be significant can

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><i>time in Britain?</i></p> <p>NC: Post 1066 study</p>	<p><b>More of the same? How did crimes and punishments change between 1500 and 1750?</b></p> <p><b>Why did punishments become so bloody in the 18<sup>th</sup> century?</b></p> <p><b>Why did so much change happen in the 19<sup>th</sup> century?</b></p> <p><b>Has the way we catch and punish criminals changed that much in the last 100 years?</b></p> <p><b>When was the best time to be a criminal?</b></p> <p><b>What is crime and punishment?</b></p> <p><b>What was crime and punishment like in Roman Britain?</b></p> <p><b>What was crime and punishment like in the Anglo-Saxon period?</b></p> <p><b>What was crime and punishment like in the Tudor period?</b></p> <p><b>What was crime and punishment like in the Stuart period?</b></p> <p><b>What was crime and punishment like in the Victorian period?</b></p>	<p>of significant events, movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>Identify and compare changes within and across different periods 6</p>	<p>for different interpretations of events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others investigate the past 5</p> <p>Evaluate evidence to choose the most reliable forms 6</p> <p>Know that people in the past have a point of view and that this can affect interpretation 6</p> <p>Give clear</p>	<p>beliefs and the everyday lives of men, women and children 5</p> <p>Give own reasons why changes may have occurred backed up by evidence 5</p> <p>Make links between some of the features of past societies 6</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 6</p>	<p>another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p> <p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6</p>	<p>changes between different periods of time have had more significant consequences than others 5</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5</p> <p>compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6</p> <p>compare independently how typical similarities, differences and changes were 6</p>	<p>that things may have been different from place to place at the same time 5</p> <p>Start to give reasons for these similarities and differences 5</p> <p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of</p>	<p>change throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p> <p>Compare the significance of events, development and people across topics and time periods 6</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p><b>How did the police force develop through the 20<sup>th</sup> century?</b></p> <p><b>What are crime and punishment like today compared with the past?</b></p> <p>recognise when they are using primary and secondary sources of information to investigate the past 5</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>		<p>reasons why there may be different accounts of history linking this to factual understanding of the past 6</p>					
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



**Previous Learning**

**Year 1/2** – Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

**Year 3/4** – Children will have looked at periods in time within the Stone Age and will have studied the Romans in Britain.

**Year 5** – Current year 6 children will have studied the Anglo–Saxons and Vikings.

**Substantive Concepts:** Monarchy, Civilisation, Rebellion

- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate

**Vocabulary:**  
**Arson, Burglary, Capital punishment, Corporal punishment, Constable, Execute, Famine, Ritual, Felony, Heresy, Homicide, Larceny, Manslaughter, Medieval, Outlaw, Pillory, Poaching, Smuggling, Stocks, Transportation, Treason, Trial by combat, Vagrant**

**Presenting, Communicating and Organising:**

Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.

**Substantive Knowledge:**

The nature of crimes and punishments have changed over 1000 years. What to do to punish and then prevent crime has always been a difficult problem to solve (and always will be).

Each period in history has its own problems, whether its simple stealing from a house or an animal in the Middle Ages or cyber crime today. Some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation. Society’s attitude to crime has changed over time and has become less harsh

Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times

Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19<sup>th</sup> century

New crimes are always appearing such as cyber crime, causing the police to learn new methods of dealing with it

Plan and present a self-directed project or research about the studied period

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**Misconceptions:** Children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think that prisons are dungeons and that prisons have always been used as punishment, when they were originally used as holding cells before the punishment.

	Historical Enquiry				Disciplinary Concepts			
Class 4 Year 5 and 6	Investigation	Chronology	Evidence and Interpretation	K&U of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Britain’s Settlement by Anglo-Saxons and Scots	<b>Did the settlement by the Anglo-Saxons make England a better or worse place?</b>	Order significant events, movements and dates on a timeline 5	find and analyse a wide range of evidence about the past 5	Identify and note connections, contrasts and trends over time in the everyday lives of people.  Describe the key features	Understand that the consequences of one historical event can sometimes	Understand and describe in some detail the main changes to an aspect of a period in history 5	Identify and give examples of how life was different for different people in the	I can describe the social and cultural significance of a past society (5)

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p><i>Did the settlement by the Anglo-Saxons make England a better or worse place to live?</i></p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Local History Link: Pilgrim's Day visit to Chester Cathedral with a focus on Saint Werburg</p>	<p><b>How did Saxon England begin?</b></p> <p><b>What happened during the period of Saxon England?</b></p> <p><b>What was life like during the Anglo-Saxon period?</b></p> <p><b>Why was King Offa of Mercia a significant individual during the period?</b></p> <p><b>How did Anglo-Saxon daily life compare to that of Roman Britain?</b></p> <p>recognise when they are using primary and secondary sources of information to investigate the past 5</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5</p> <p>Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6</p> <p>Identify and compare changes within and across different periods 6</p>	<p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others investigate the past 5</p> <p>Evaluate evidence to choose the most reliable forms 6</p> <p>Know that people in the past have a point of view and that this can affect interpretation 6</p>	<p>of the past, including attitudes, beliefs and the everyday lives of men, women and children</p> <p>Choose reliable sources of information to find out about the past 5</p> <p>find and analyse a wide range of evidence about the past 6</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6</p> <p>consider different ways of checking the accuracy of interpretations of the past 6</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 6</p>	<p>become the causes of another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p> <p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others 5</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5</p> <p>compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6</p> <p>compare independently how typical similarities, differences and changes were 6</p>	<p>same and different periods of time, such as different rights, different religious beliefs</p> <p>Identify and give some examples of how life was similar in the past</p>	<p>Understand that what we consider to be significant can change throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p> <p>Compare the significance of</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>		<p>Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6</p>				<p>events, development and people across topics and time periods 6</p>
<p><b>Substantive Concepts:</b></p> <p>Migration and Settlement, Religion, Monarchy, Power, invasion</p> <p><b>Vocabulary:</b></p> <p><b>Disciplinary:</b> Sequence, scale, narrative, duration, interval Archeology, primary source, secondary source Significance, continuity and change, Evidence</p> <p><b>Topic:</b> Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercis Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weregild Sutton Hoo, Staffordshire Hoard</p> <p><b>Presenting, Communicating and Organising:</b></p> <p>Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.</p> <ul style="list-style-type: none"> <li>- Sequenced timeline and scaled timeline form a centre point of reference for the topic</li> <li>- Source and enquiry tasks produce several pieces of work involving note taking and written answers to show skills progression</li> <li>- Integrated enquiry tasks provide the opportunity to develop children’s questioning skills and provide the opportunity for individual research questions.</li> </ul>			<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the position of this period in the narrative of British History. The period known as Roman Britain did not end on the day that the last of the legions left. The legacy of Rome was still visible far beyond this and we can still see their influence today.</li> <li>- Understand the wider narrative of historical periods and how they fit together chronologically. The Saxon period falls within what is commonly known as the Dark Ages. It also includes the conflict with the Vikings and the ‘unification’ of the Saxon kingdoms into the Saxon led England by the end of the period.</li> <li>- This period is known as the dark ages and one of the aspects which makes it ‘dark’ are the lack of primary written sources. There was no unifying monarch and the kingdoms fought against each other. This settled into what is commonly known as the heptarchy. There was a change from urban centres to smaller villages and farmsteads.</li> <li>- Where they invaded from and to. The arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the ‘unified’ Roman Empire to disparate kingdoms who warred and vied for control of Britain for the next 600 years</li> <li>- The archeological findings from Sutton Hoo and the Staffordshire hoard help us understand life in the Anglo-Saxon period.</li> <li>- Social structure. People tended to live in small village groups but this changed over the period. Kinship (family ties) was very important to the Saxons and they believed in avenging wrongs done to family. Life for people in Anglo-Saxon England was very much dependent on their position in society. It was made up for three main groups: Thanes- the Saxon upper class Churls- some were quite well off but others were very poor Thralls- a class of slaves</li> <li>- conversion to Christianity and the importance to life. The roles/jobs played in everyday life</li> <li>- The key kingdoms and individuals throughout the Anglo-Saxon period (up to the Viking conflict), including Offa, Bede and Gildas</li> <li>- King Offa of Mercia reigned from 757 to 796 AD. He was dominant over the Midlands and South of England, including East Anglia. He allied with Beorhtric of Wessex by marrying his daughter to him. He had contact with Charlemagne, the incredibly powerful Frankish (French) king. Offa had frequent conflicts with the Welsh kingdoms and built Offa’s Dyke. An earthwork which ran along a large part of the border between his kingdom and Wales.</li> <li>- A direct comparison between aspects of life from Roman to Saxon Britain.</li> </ul>				

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



Class 4 Year 5 and 6	Historical Enquiry				Disciplinary Concepts			
	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>What was the impact of WW1 on Tushingham?</p> <p>What did Tushingham look like at the outbreak of WW1 compared with today?</p> <p>Why was the memorial constructed?</p> <p>What sources are available to find out about a person from history?</p> <p>How reliable are these sources for answering historical questions?</p> <p>Which information answers your questions most appropriately?</p> <p>How can we provide evidence for the answers to our questions?</p> <p>How can we ensure our reports are historically valid?</p>	<p>A study over time tracing how several aspects of national history are reflected in the locality Children select an aspect of their learning to investigate in detail.</p> <p>What did Tushingham look like at the outbreak of WW1 compared with today?</p> <p>Why was the memorial constructed?</p> <p>What sources are available to find out about a person from history?</p> <p>How reliable are these sources for answering historical questions?</p> <p>Which information answers your questions most appropriately?</p> <p>How can we provide evidence for the answers to our questions?</p> <p>How can we ensure our reports are historically valid?</p>	<p>Order significant events, movements and dates on a timeline 5</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5</p> <p>Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6</p>	<p>find and analyse a wide range of evidence about the past 5</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people 5</p> <p>Use appropriate historical terms, such as culture, religious, social and economic and political when describing the connections, contrasts and trends over time 5</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5</p> <p>Find and analyse a wide range of evidence about the past 6</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6</p> <p>Consider different ways of checking the accuracy of interpretations of the past 6</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another 5</p> <p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p> <p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p>	<p>Understand and describe in some detail the main changes to an aspect of a period in history 5</p> <p>Identify why some changes between different periods of time have had more significant consequences than others 5</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5</p> <p>compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6</p> <p>compare independently how typical similarities, differences and</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history (6)</p>	<p>I can describe the social and cultural significance of a past society (5)</p> <p>Understand that what we consider to be significant can change throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p>

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



		Identify and compare changes within and across different periods 6	investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6		Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	changes were 6		Compare the significance of events, development and people across topics and time periods 6
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**Substantive Concepts:**

Society and Community, including settlement, trade, civilization and industry

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Grosvenor Museum led visit to explore how the River Dee has shaped the lives of the people of Chester over history.

Children select an aspect of their learning to investigate in detail.

	Historical Enquiry				Disciplinary Concepts			
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Vikings and Anglo-Saxons  How did Britain change during the settlement of the Anglo-	The period after the Romans left Britain is sometimes referred to as the Dark Ages. Why do you think this might be?  Imagine you're an Anglo-Saxon. How do you feel about the Viking invasion	Order significant events, movements and dates on a timeline 5  Order an increasing number of significant events,	find and analyse a wide range of evidence about the past 5  use a range of evidence to offer some clear reasons for different interpretations of	Identify and note connections, contrasts and trends over time in the everyday lives of people 5  Use appropriate historical terms, such as culture, religious, social and economic and political when describing the	Understand that the consequences of one historical event can sometimes become the causes of another 5	Understand and describe in some detail the main changes to an aspect of a period in history 5  Identify why some changes between different periods of	Explain and give varied examples of how life was similar and different in the past.  Explain and give examples to show that things may	I can describe the social and cultural significance of a past society (5)  Understand that what we consider to be significant can change

# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



<p>Saxons and Vikings?</p>	<p>and what will you do to protect yourselves?</p> <p>The Vikings first started colonising England in 865. It took them just thirteen years to occupy a third of Britain. Why do you think they were able to do this?</p> <p>Why was King Alfred known as 'Alfred the Great'?</p> <p>What do you think might have been different about the lives of those living under the Danelaw and those living in the rest of England? What might have been similar?</p> <p>How and when did England become a unified country? Why were the years 1016 and 1066 significant?</p> <p>recognise when they are using primary and secondary sources of information to investigate the past 5</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5</p> <p>select relevant sections of information to address</p>	<p>movements and dates on a timeline using dates accurately 6</p> <p>accurately use dates and terms to describe historical events 5&amp;6</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5</p> <p>Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6</p> <p>Identify and compare changes within and across different periods 6</p>	<p>events, linking this to factual understanding about the past 5</p> <p>consider different ways of checking the accuracy of interpretations of the past 5</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability 5</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others 5</p> <p>continue to develop their understanding of how historians and others investigate the past 5</p> <p>Evaluate evidence to choose the most reliable forms 6</p> <p>Know that people in the past have a point of view and that this can affect interpretation 6</p> <p>Give clear reasons why there may be different accounts</p>	<p>connections, contrasts and trends over time 5</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Continue to develop their understanding of how historians and others investigate the past 6</p> <p>Make links between some of the features of past societies (e.g., religion, houses, society, technology</p>	<p>Examine in more detail the short- and long-term causes of an event being studied 5</p> <p>Understand that some causes may be more significant than others and that some causes are less significant 5</p> <p>Begin to understand that historians may not agree on the main causes of an event 5</p> <p>Can explain the role and significance of different causes and effects of a range of events and developments 6</p> <p>Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6</p>	<p>time have had more significant consequences than others 5</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5</p> <p>compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6</p> <p>compare independently how typical similarities, differences and changes were 6</p>	<p>have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p>	<p>throughout different periods 5</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant 5</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5</p> <p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6</p> <p>Compare the significance of events, development and people across topics and time periods 6</p>
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# Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	<p>historically valid questions and construct detailed, informed responses 5</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer 6</p>		<p>of history linking this to factual understanding of the past 6</p>					
<p><b>Substantive Concepts:</b></p> <p><b>Exploration and Invasion, including migration, trade, monarchy, settlement.</b></p> <p><b>Vocabulary:</b> Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid</p> <p><b>Presenting, Communicating and Organising:</b></p> <p>Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.</p> <p>Plan and present a self-directed project or research about the studied period</p>			<p><b>Substantive Knowledge:</b></p> <p>The Vikings came from an area where Scandanavian countries are today. They explored, traded and raided other lands. They raided parts of Britain-including monasteries for their valuable possessions-also traded in Britain.</p> <ul style="list-style-type: none"> <li>- The Vikings invaded and settled in Scotland. The eventually invaded and settled in England too.</li> <li>- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</li> <li>- Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms;</li> <li>- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</li> </ul>					