



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

# History Progression Grid

(Progression of skills, knowledge and vocabulary)

‘Ready for the Future’

2022-2024



## INTENT:

Our aim at Criggleshstone St James Academy is to ensure all pupils are “Ready for the Future” and we believe to enable this, our children must have access to an ambitious curriculum, which allows pupils to develop an appreciation and understanding of the past. Therefore, through our 2-year rolling programme, our historians are able to make informed judgements about the past by evaluating primary and secondary sources, using and understanding historical vocabulary and having the opportunity to ask historically valid questions.







Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world, whilst igniting curiosity. To achieve this, we follow and adapt the Reach scheme of learning; which offers materials that combine to offer a richer and deeper curriculum experience. The structure and sequence of learning is progressive and carefully sequenced: in the periods studied (chronologically), as well as the substantive and disciplinary knowledge selected. Lessons will equip pupils with the tools to ask historically valid questions in order to allow them to think critically, analyse a range of relevant sources, understand interpretations and develop perspective, which will enable them to make their own judgements. Therefore, it is our intention that pupils will be taught about life in the past, as well as current events so that they can make an active contribution in society going forward.

Planning of learning always begins with the skills and knowledge that needs to be taught (through the use of knowledge organisers) and opportunities to apply learning are carefully designed. Through our history curriculum, we intend to provide pupils with the knowledge, skills and inspiration to go out in to the world and make History.

## IMPLEMENTATION:

At the beginning of the sequence of learning, we focus on capturing the attention of our pupils through the use of our ‘Big questions’ or ‘Provocative statements’, which link to the context of the area being studied and will always be purposeful and relevant to the area of study. The statement or questions allow us to promote a real love of history and also provides the opportunity for pupils’ to ask meaningful questions. Following this, each lesson begins with a review of previously taught vocabulary and a quiz in order to activate prior knowledge and expose children to ambitious subject specific language to ensure children ‘know more and remember more’. During lessons, pupils are then taught relevant information, through the use of teacher modelling, which allows us to develop historical knowledge. Our lessons are always recorded on the working wall so that children always have prior learning to refer to and so that they are able to work more independently during lessons. History lessons focus on developing historical knowledge whilst applying their skills so that our children are able to work as historians, so they are not only developing an appreciation of the past but they also gaining knowledge so that they are ‘Ready for the Future’. Where appropriate, we link our history to other areas of the curriculum so that learning is maximised.



EYFS Overview Year A & B						
	Autumn One 2022	Autumn Two 2022	Spring One 2023	Spring Two 2023	Summer One 2023	Summer Two 2023
Area/Topic:	<b>Marvellous Me</b> 	<b>Superheroes</b> (linked to 'Superworm' T4W) 	<b>Weather- Come Outside</b> (linked to 'Bear Hunt' T4W) 	<b>Once Upon a Time</b> (linked to 'TLRH' T4W) 	<b>Wonderful Minibeasts</b> (linked to 'TVHC' T4W) 	<b>Only One Earth</b> (linked to 'The Life of a Little Plastic Bottle' T4W) 
Big question	What makes you unique? (PSED Driver)	Are superheroes real? (PSED Driver)	Can we go out in any weather? (UW Driver)	Should we forgive people for making bad choices? (PSED and UW Driver)	What is a lifecycle? (UW Driver)	What can we do to look after our environment? (UW Driver)
Provocative Statement	To be special you have to be good at something.	All superheroes wear a cape.	People are happier when its warm.	Traditional tales are just silly stories.	Some animals are more important than others.	Our environment can look after itself.
Subject content from EY Framework 2021 (Not Linked to NC)	<b>Understanding the World ELG: Past and Present</b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	<b>Understanding the World ELG: Past and Present</b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	N/A	<b>Understanding the World ELG: Past and Present</b> - Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Understanding the World ELG: Past and Present</b> - Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Understanding the World ELG: Past and Present</b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Knowledge taught	Talk and discuss significant events in their own	Look at real live superhearoes. Can they discuss a visit to the		Discuss stories written/retold from the past (traditional tales).	Talk about the tadpoles and caterpillars they have observed,	Look at before and after pictures of places such as landfills,



	<p>experiences related to transition from nursery to school.</p> <p>Describe an event in their own lives when talking about their families/lives (i.e. birthdays)</p>	<p>doctors/hospital/dentist etc?</p> <p>Describe a family member that is important to them. What are their memories of them? What have they done that make them special?</p>		<p>How are different to today? Read modern day versions of traditional tales (alternative versions). Compare morals.</p>	<p>question why things happen and give explanations. Do this through books and search along with ongoing observations.</p>	<p>polluted beaches. What are the similarities? Differences?</p> <p>Discuss events in the story with the character 'Little Bottle'. Can they sequence the process he goes through?</p>
Vocabulary	<p>Significant Memory/Living Memory Transition/Change</p>	<p>Past/Present Memory Experience Special Unique</p>		<p>A long time ago Same/different Change Alternative Past/modern</p>	<p>Change/Transform Similarities/Differences Process Observe</p>	<p>Order/Sequence Compare Consequences Source/Evidence</p>
Link texts	<p>Our Class is a Family by <a href="#">Shannon Olsen</a></p> <p>The Colour Monster Goes to School: Perfect book to tackle school nerves By Anna LLenas</p>	<p>Real Superheroes by Julia Seale</p>		<p>Little Red Reading Hood (alternative story)</p> <p>The Jolly Postman by Allan Ahlberg</p>	<p>Tad by Benji Davies</p> <p>The Very Hungry Caterpillar by Eric Carle</p>	<p>Don't Throw That Away!: A Lift-The-Flap Book about Recycling and Reusing Lara Bergen</p>



## KS1 Overview YEAR A

	Autumn 2022	Spring 2023	Summer 2023
Area:	War and Remembrance -events beyond living memory	Travel and Transport -events beyond living memory	Pocahontas -the lives of significant individuals
Big concept	Legacy	Legacy	Legacy
Big question			How should we remember Pocahontas?
Provocative Statement	What happened in the past does not matter today.	Change is always a good thing.	
Outcome	Whole class debate linking back to the statement, recorded on Ipad.	Mind map summarising the impact of change within travel and transport.	A memorial for Pocahontas
Timeline	Timeline on working wall to show where in History WW1 sits and then key events linked to it.	Pictorial timeline on working wall to show key events (see knowledge organiser).	Timeline of events (see knowledge organiser)
Substantive Knowledge (Knowledge taught)	<ul style="list-style-type: none"> <li>-The First World War went on between 1914-1918.</li> <li>-Walter Tull was born in Folkestone, Kent on the 28 April 1888.</li> <li>-Walter had to give up his career as a footballer to help in the war, but he then became recognised as the first black officer to lead white British soldiers into battle.</li> <li>-On the 25 March 1918, Walter led an attack on German trenches.</li> <li>-Walter sadly died when crossing 'No Mans Land' – his body was never found.</li> <li>-Walter's name is on the Arras Memorial</li> <li>-Women and animals played important roles on the Home Front.</li> <li>-We honour armed forces members who have died in the line of duty on Remembrance Day (11<sup>th</sup> November).</li> </ul> <p style="text-align: center;"><b>(LEGACY)</b></p>	<ul style="list-style-type: none"> <li>-Modern day transport is very different to transport in the 18<sup>th</sup> century.</li> <li>-Wheels are still used today but they first changed lives over 5,000 years ago.</li> <li>-In the 19<sup>th</sup> century, many people did not want railways to be built.</li> <li>-Car ownership increased dramatically after 1903- this was mostly thanks to mass production.</li> <li>-The Wright Flyer was the first working aeroplane, built by Orville and Wilbur Wright (the Wright brothers) in America in 1903.</li> <li>-Significant people on working wall (see knowledge organiser).</li> </ul> <p style="text-align: center;"><b>(LEGACY)</b></p>	<ul style="list-style-type: none"> <li>- Evidence is important when distinguishing between real and fictional life stories.</li> <li>-Evidence from the past may not always give us the full picture but we can use it to make a cautious claim.</li> <li>-Artefacts and sources are used as evidence.</li> <li>-When a person is considered historically important, we call them significant.</li> <li>- Pocahontas was a significant person because of her reputed role in helping to maintain stable relations between her people and the colonists in England.</li> <li>-English colonists left England and risked their lives in North America.</li> </ul>
Vocabulary	No Mans Land Front line Ammunition Womens land army (WLA) Peace	Invention Century Mass produced Modern Change	Explorer Chronological Native Americans Legacy Memorial

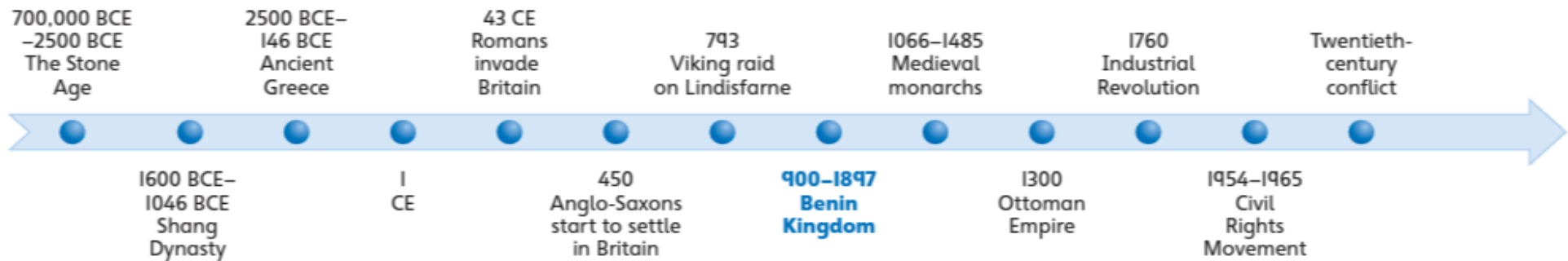


	Trenches	Impact	Colonist
Link texts	-The Little Hen and the Great War -The Story of World War One -Vlad and the First World War Useful website: <a href="https://www.bbc.co.uk/bitesize/topics/zqhyv9g/articles/z8sssbk">https://www.bbc.co.uk/bitesize/topics/zqhyv9g/articles/z8sssbk</a>		Pocahontas

KS1 Overview YEAR B			
	Autumn 2023	Spring 2024	Summer 2024
Area:	Toys – changes within living memory	Nurturing Nurses -the lives of significant individuals	Great Fire of London -events beyond living memory
Big concept			
Provocative Statement	The more expensive the toy, the better it is.	Only women can be nurses.	People do not learn from their mistakes.
Outcome	Presentation explaining their views on the statement.		Short paragraph using sentence stems (Reach Lesson 6). Discussion of statement.
Timeline	Timeline showing where the Victorian Era sits in History		Timeline of events of The Great Fire of London on working wall (see knowledge organiser)
Substantive Knowledge (Knowledge taught)	<ul style="list-style-type: none"> <li>-We use the word past to talk about things that have already happened.</li> <li>-Victorian Era: 20<sup>th</sup> June 1837- 22<sup>nd</sup> January 1901(Queen Victoria’s reign)</li> <li>-Children played with very different toys in the past. They used to be made out of wood in the Victorian times. Now they are mainly plastic/electrical and machine made.</li> <li>-Children had fewer toys than they do today.</li> <li>-Children played outside on their own more than they do today.</li> </ul>	<ul style="list-style-type: none"> <li>- We use the word past to talk about things that have already happened.</li> <li>- Florence Nightingale was a British nurse born 12th May 1820 in Florence, Italy.</li> <li>- She longed to be a nurse, but her father wouldn’t allow it as it was not a job that a lady would have. Eventually, she became a nurse in 1853.</li> <li>- Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the Crimean War; here she became known as ‘The Lady with the Lamp’.</li> </ul>	<ul style="list-style-type: none"> <li>- King Charles II (King of England in 1666), Thomas Bloodworth (Lord Mayor of London) and Samuel Pepys (A writer who recorded his experience of the Great Fire in 1666) were all important people at the time of the event.</li> <li>- The proximity of jettied houses in narrow London streets.</li> <li>- Busy, crowded streets make it hard to access and extinguish a fire.</li> <li>- Many buildings were made of flammable materials, e.g. wood and tar.</li> <li>- A spark from an untended fire in the Pudding Lane Bakery may have started the fire.</li> <li>- The Mayor of London was slow to respond.</li> </ul>



			<ul style="list-style-type: none"><li>- There were drought conditions in the summer of 1666.</li><li>- Historical sources are the main way that we can interact with and understand more about past events.</li></ul>
Vocabulary	Modern Present Past Similarities Differences Victorian	Florence Nightingale Nursed Supplies Crimean war Sctari Mary Seacole Healer Challenges Racial prejudice British hotel Herbal remedies Edith Cavell World War One Belgium Allied Invaded Treason Execution Inspired Attitudes	Drought Evidence Extinguish Eyewitness Flammable Hazard
Link texts	Old Bear Dogger The Toymaker	-Vlad and the Florence Nightingale Adventure	-Vlad and the Great Fire of London



### LKS2 Overview YEAR A

	Autumn 2022	Spring 2023	Summer 2023
Area:	Pre-historic Britain (Bronze Age, Ice Age & Stone Age) -changes in Britain	Shang Dynasty -the achievements of the earliest civilisations	Ancient Greece -a study of Greek life and achievements and their influence on the western world
<b>Big concept</b>	Civilisation	Civilisation	Parliament
Big question			
Provocative Statement	All the eras of Pre-historic Britain were the same.	The Shang Dynasty was a pointless part of history.	Physical strength is more important than knowledge.
Outcome	Double page spread showing similarities and differences between each of the Ages.	Presentation of evidence to explain their views on the statement.	Whole class debate (drawing on democracy element) on which City State was the most powerful, recorded on Ipad.
Timeline	-Timeline of where Pre-historic Britain sits in History on working wall (see knowledge organiser).	-Timeline of the Shang Dynasty on working wall (see knowledge organiser).	-Timeline showing brief history of Ancient Greece on working wall (see lesson 1).
Substantive Knowledge (Knowledge taught)	<ul style="list-style-type: none"> <li>- The Stone Age is divided into three eras (time periods): The Palaeolithic era, The Mesolithic era and The Neolithic era.</li> <li>-The Earth was a frozen planet during the Ice Age.</li> <li>-Modern humans are called Homo sapiens, and we first evolved about 300,000 years ago.</li> <li>-Early humans were nomadic.</li> </ul>	<ul style="list-style-type: none"> <li>-The Shang Dynasty was an ancient civilisation in China, which grew around the Yellow River. <b>(CIVILISATION)</b></li> <li>-The Shang Dynasty created Chinese culture, as we know it today. <b>(LEGACY)</b></li> <li>-Most people living in the Shang Dynasty were farmers, and they grew wheat, millet and barley on the banks of the river.</li> <li>-The Shang civilisation was surrounded by smaller groups of people, called tribes.</li> </ul>	<ul style="list-style-type: none"> <li>- The Ancient Greek civilisation began around 2,500 years ago and produced art, architecture, poetry, philosophy and politics <b>(PARLIAMENT)</b> that still influence us today.</li> <li>- The main city-states in Ancient Greece were: Athens, Sparta, Corinth and Thebes.</li> <li>- Ancient Greece was not called Ancient Greece, and the people who lived there did not call themselves Greek. The area was</li> </ul>





	<p>-Early humans used stone, bone and ivory tools for hundreds of thousands of years.</p> <p>-Skara Brae is a famous Neolithic Village on an island in Scotland.</p> <p><b>(CIVILISATION)</b></p>	<p>-The Shang were the first people in China to use writing and they wrote on animal bones and turtle shells, called oracle bones.</p> <p>-In the Shang Dynasty, people were divided into different groups called social classes (working and noble).</p> <p><b>(PEASANTRY)</b></p>	<p>called Hellas, and its people called themselves Hellenes. It was the Romans, much later, who named the region Greece.</p> <p>- Alexander the Great was able to spread Greek ideas, language and culture, which meant that some civilisations could live on after the fall of his empire <b>(LEGACY/CIVILISATION)</b>.</p> <p>- Athens was a creative city-state, spending time developing its art, architecture and literature.</p> <p>-Sparta was much more focused on preparing for war.</p>
Vocabulary	<p>Neanderthals</p> <p>Extinct</p> <p>Torc</p> <p>Bronze</p> <p>Iron</p>	<p>Archaeologist</p> <p>Artefacts</p> <p>Dynasty</p> <p>Emperor</p> <p>General</p> <p>Tomb</p>	<p>Civilisation</p> <p>BCE</p> <p>Democracy</p> <p>Monarchy</p> <p>Tyranny</p> <p>Mythology</p> <p>Equality</p>
Link texts	-Stone Age Boy	- Shang Dynasty China (Great Civilisations)	- Who let the Gods out?

### LKS2 Overview YEAR B

	Autumn 2023	Spring 2024	Summer 2024
Area:	Roman Britain -Roman Empire and its impact on Britain	Anglo-Saxons and Scots	Vikings
<b>Big concept</b>	Empire		
Provocative Statement	The Romans brought nothing to our country.		The Vikings were just bloodthirsty warriors.
Outcome			Double page spread summarising the Vikings <b>(LEGACY)</b>
Timeline	-Timeline of key events during the Roman Era on working wall (see knowledge organiser).		-Timeline of key events during the Viking Era on working wall.



<p>Substantive Knowledge (Knowledge taught)</p>	<p>-The city of Rome was founded in 753 BCE. It became the Roman Republic in 509 BCE and finally an empire. -In 55–54 BCE, Julius Caesar tried and failed to conquer Britain. This was achieved successfully under Emperor Claudius from CE 43. -The Romans brought many things to Britain, including:</p> <ul style="list-style-type: none"> <li>• structured designs for cities, linked by an extensive network of stone roads</li> <li>• plumbing and sanitation, central heating, fast food, advertising and trademarks</li> <li>• literacy (in Latin), providing bases for bureaucracy and for today's language</li> <li>• numeracy (in Roman numerals), currency and the Julian calendar</li> <li>• temples to worship Roman gods in, and later Christianity under Emperor Constantine.</li> </ul> <p>-The Romans brought many changes to Britain, including a move towards living in towns and cities. Important Roman cities include what we now call Castleford.</p> <p><b>(LEGACY/EMPIRE).</b></p>	<p>-How do we know about the Anglo-Saxons? -Who invaded Britain after the Romans left? -What was life like for Anglo-Saxons? -What did the Anglo-Saxons believe? -What was the heptarchy? -Why did the Anglo-Saxons build forts?</p>	<p>-Vikings are people from Scandinavia (Norway, Sweden and Denmark). - At the time, the Anglo-Saxons believed that they were attacked because God must have been angry so the Vikings were sent to punish them. -Today, historians think there were different reasons for the raids and invasions (linked to Monasteries, long ships and farmland). -They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. <b>(LEGACY/CIVILISATION)</b></p>
<p>Vocabulary</p>	<p>Amphitheatre Aqueduct Barbarian Client King Rebellion</p>	<p>Anglo Saxons Picts (Celtic) Britons Paganism Chirstianty</p>	<p>Convert Enslave Monastery Pagan Peace treaty</p>



	<p><u>Prior:</u> Culture Emperor Citizen</p>	<p>Heptarchy Kingdom Shire</p>	<p>Plunder</p>
<p>Link texts</p>	<p>-The Roman Quests- Escape from Rome -Romans Rampage</p>	<p>-Beowulf</p>	<p>-There's a Viking in My Bed and Other Stories -Viking Voyages</p>

### UKS2 Overview YEAR A

	Autumn 2022	Spring 2023	Summer 2023
<p>Area:</p>	<p>Benin Kingdom -a non-European society that provides contrasts with British History</p>	<p>Medieval Monarchs -a study of an aspect or theme in British history (beyond 1066)</p>	<p>Changing Britain - study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p><b>Big concept</b></p>	<p>Civilisation</p>		<p>Parliament</p>
<p>Big question</p>		<p>Who was the greatest medieval monarch?</p>	
<p>Provocative Statement</p>	<p>The Benin Kingdom achieved nothing.</p>		<p>The British civil rights protests in the twentieth century had nothing in common.</p>
<p>Outcome</p>	<p>Double page spread responding the statement</p>	<p>Debate on who was the greatest medieval monarch</p>	<p>Comparison of the similarities and differences of the twentieth century protests</p>
<p>Timeline</p>	<p>Timeline of where the Benin Kingdom sits in relation to other Eras studied.</p>	<p>List of major monarchs displayed in chronological order on working wall (see knowledge organiser).</p>	<p>Timeline of key events, key people and key laws from this era to be on working wall (see knowledge organiser).</p>
<p>Substantive Knowledge (Knowledge taught)</p>	<p>- The Benin Kingdom in West Africa was created over 1,000 years ago, when the people who lived there (Edo) made large clearings in the rainforest and joined many villages together. <b>(CIVILISATION)</b> -The people of Benin worshipped many gods. They believed that their Oba was a god.</p>	<p>-In 1066, Edward the Confessor became King of England in 1042. When he died in 1066, he had never married or had children, so England was left without a clear successor to the throne. - William defeated Harold Godwinson at the Battle of Hastings in October 1066. William became William I of England, also known as William the Conqueror.</p>	<p>-Civil rights are the rights of citizens to be treated equally under the law and to be free from discrimination on the basis of race, ethnicity, sexuality, disability, gender, age or religion. -Different methods of protest were used in Britain in the second half of the twentieth century, to make discrimination illegal. <b>(PARLIAMENT)</b></p>



	<p>-The transatlantic slave trade was the enforced transport by slave traders of enslaved African people, mainly to North, South and Central America.</p> <p>-The impact of Britain becoming more involved in the slave trade, meant that sugar colonies (Britain's most valuable colonies), were bringing in £4 million by the end of the eighteenth century. Such huge profits helped Britain to finance the Industrial Revolution.</p> <p><b>Key misconception The Benin Kingdom is not the same as the modern-day country called Benin.</b></p>	<p>-Henry II became King in 1154, after a period of uncertainty over who should rule England (the Anarchy) and Thomas Becket was appointed as his chancellor.</p> <p>-Richard became king in 1189. He was a great military leader, nicknamed 'the Lionheart'. Richard spent only a few months in England during his reign so his brother John ruled England while he was away and in 1215, a group of barons forced John to sign the Magna Carta, which means 'Great Charter'.</p> <p>-Medieval monarchs needed several qualities to be successful. These included: having a clear successor; being a good military leader; being a skilled administrator; keeping the peace and resolving problems.</p> <p>-Medieval society was organised as a feudal system. <b>(PEASENTRY)</b></p> <p>-William I: won the Battle of Hastings, commissioned the Domesday Book, built over 100 castles and maintained control of England.</p> <p>-Henry II: restored order after a period of unrest, improved the speed and fairness of the courts, tried and failed to reduce the power of the Church.</p> <p>-Richard I: strong military leader (although unsuccessful in the Crusades), allowed the English barons to rule themselves.</p> <p>-John: inherited many of Richard's problems, was forced to sign the Magna Carta, faced rebellions from the nobles, lost key battles and territory in Normandy.</p>	<p>-It has been argued that the Bristol Bus Boycott (of 1963) helped to encourage the first laws against discrimination through the 1965 Race Relations Act and the 1968 Race Relations Acts.</p> <p>-A strike, which started in 1976 from the exploitation of workers from East African countries, at The Grunwick factory in London, was led by Jayaben Desai. The strike action demanded better conditions and the right for workers to be part of a trade union. The strike lasted for nearly two years but failed. However, support for the strike from white working-class people improved race relations in Britain, and conditions at the factory did improve in the long term.</p> <p>-There were many protests about Section 28 but it remained in force until it was repealed in Scotland in 2000 and the rest of the United Kingdom in 2003. There has been great progress for LGBTQ+ rights since then: schools can now openly celebrate the lives of LGBTQ+ people and offer support to pupils. Same-sex couples have been legally allowed to marry in England and Wales since 2013.</p> <p>-Disability rights campaigners (known as the 'Wheelchair Warriors') in the 1990s started to take more direct action, such as chaining themselves to railings at train stations and blocking roads. The campaigns led to the passing of the Disability Discrimination Act in 1995, which made it illegal for employers or service providers such as shops and restaurants to discriminate against people due to a disability.</p> <p><b>(LEGACY)</b></p>
<p>Vocabulary</p>	<p>Empires Enslaved Plantations Guild  <u>Prior:</u></p>	<p>Crusades Magna Carta Feudal system (feudalism) Baron Clergy Ecclesiastical</p>	<p><u>Focus:</u> Boycott Campaign Discrimination Protest Repeal</p>



	Trade	<u>Prior:</u> Successor Knights Peasant Monarch	Exploitation  <u>Prior:</u> -race -racism -disrupt -homophobia -sexuality -strike
Link texts	-The Diary of an Edo Princess		Non-fiction- What is right or wrong?

### UKS2 Overview YEAR B

	Autumn 2023	Spring 2024	Summer 2024
Area:	Twentieth Century Conflict (WW1 & WWII)	Civil Rights	Industrial Revolution
Big question			
<b>Big concept</b>			
Provocative Statement	World War I and II could have been avoided.		Everybody benefitted from the Industrial Revolution.
Outcome			
Timeline	-Timeline showing overview of World War and key events on working wall.		-Timeline showing where the Industrial Revolution sits in History, focusing on previously studied Era's on working wall (see knowledge organiser).
Substantive Knowledge (Knowledge taught)	<ul style="list-style-type: none"> <li>- European countries had fought each other for hundreds of years, but when Germany became a nation state, the balance of power in Europe changed dramatically.</li> <li>- There the four <b>main</b> causes of the First World War.</li> </ul>	<ul style="list-style-type: none"> <li>What was the United States of America like in the 1950's?</li> <li>-Why did Oliver Brown take the Board of education to the Supreme court?</li> <li>-Why didn't Rosa Parks give up her seat on the bus?</li> <li>-What was Dr Martin Luther King Jr's dream?</li> <li>-Why did 3,200 people march from Selma to Montgomery?</li> <li>-What is the Black Lives Matter Movement and why is it needed?</li> </ul>	<ul style="list-style-type: none"> <li>-The Industrial Revolution was a time of technological advances that began around 1760 and lasted until around 1900.</li> <li>-Victorian society was divided into three classes: upper class, middle class, working class</li> <li>-Housing, health, crime and pollution were all impacted during the Industrial Revolution.</li> <li>-Due to new inventions, the number of factories in Britain rose rapidly, meaning many workers were needed.</li> </ul>





empire																		
Parliament (democracy)																		
peasantry																		
Legacy																		

Disciplinary knowledge- Chronological Understanding				
Strand	EYFS	KS1	LKS2	UKS2
Sequencing events	Begin to sequence events within their lives with support.	Begin to more independently sequence events in their own life and begin to sequence artefacts, objects and images, which are closer together in time. Begin to sequence events on a timeline.	Sequence several events and/or artefacts within the period studied on a timeline with accuracy and confidence.	Be able to sequence over 10 events accurately on a timeline, using research gathered to enhance the detail. Place current study on timeline in relation to other studies.
Using dates, times and orders	Begin to engage with history through stories, beginning to understand main setting, events and characters and sequence this with support.	Sequence photographs from different periods of their lives and the lives of others. Match objects to people of different ages. Describe memories of key events in their lives and the lives of others.	Use dates and historical terms with increasing confidence, using terms related to the period.	Use and independently apply specific and appropriate labels for different periods.



<p>Compare and contrast events (similarities and differences)</p>	<p>With support, begin to discuss past and present events in their own lives and in lives of family members.</p>	<p>Discuss and understand similarities and differences of modern day life and the period of study. Begin to show understanding and sympathy, within the area of study.</p>	<p>With increasingly less support, identify similarities and differences between modern day life and the period of study, as well as linking to other periods of study. Begin to compare and contrast with increasingly more confidence. Show understanding and sympathy.</p>	<p>Confidently identify similarities and differences between modern day life and the period of study, as well as linking to other periods of study. Compare and contrast with confidence, showing empathy in a mature and thoughtful way, when considering and justifying viewpoints independently.</p>
<p>Using vocabulary and dates</p>	<p>Be encouraged to use everyday language related to time.</p>	<p>Begin to use common words and phrases relating to the passing of time, within increasing confidence. Use a wide range of vocabulary, linking to everyday historical terms.</p>	<p>Begin to understand and apply more complex terms e.g. BC and AD and alternatives such as CE and BCE</p>	<p>Make comparisons between different times in the past. Use relevant dates and terms from previous years, applying them with independence and confidence.</p>
<p>Vocabulary</p>	<p>Vocabulary associated with everyday routines: Now Then Next Today Tomorrow</p>	<p>Past, present and future Time/Date order A long time ago Old and new Timeline Recent</p>	<p>BC (Before Christ) and AD (After Domini/After Common Era) BCE (Before Common Era) and CE Ancient Modern Chronology Decade Century</p>	<p>Period Impact Legacy Extent of change / Continuity</p>





## Knowledge and understanding of changes in the past

Strand	EYFS	KS1	LKS2	UKS2
Compare and contrast (similarities and differences)	With support, pupils begin to look closely at similarities, differences and change. Begin to identify patterns.	With support, recognise the difference between past and present in their own lives and the lives of others.	<p>With some support, compare and contrast the lives of people within the periods studied with our modern day life, understanding and recalling key features and events of the time studied.</p> <p>Use evidence to reconstruct life in the time studied, beginning to identify differences within cultures.</p> <p>With increasingly less support, look for links and effects, offering reasonable explanations, which are supported with evidence.</p>	<p>Confidently compare and contrast the lives of people within the period studied with modern day life, more deeply examining and exploring key features of the time studied.</p> <p>With increased confidence, identify links and use a range of evidence to support justifications.</p>
Cause and Effect	With support, begin to develop understanding of growth, decay and changes over time.	<p>Begin to understand why people did things, why events happened and the consequence of the events.</p> <p>With increasing confidence, begin to understand and independently apply some changes within living memory, beginning to identify changes in national life.</p>	<p>With more confidence, ask and find out why events happened and why people did things, learning increasingly more about the everyday lives of people in the time studied.</p> <p>With support, begin to identify reasons for and results of people's actions, attempting to understand the motives of people living in the time.</p>	<p>Study different aspects of different people including differences between men and women.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Independently explore cause and effect, thoroughly support explanations with a wide range of evidence. Link knowledge gained from different periods.</p> <p>Know key dates, characters and events of times studied and empathise with their motives and adversity.</p>
Vocabulary	Vocabulary associated with everyday routines: Now Then Next Today Tomorrow	Change Similarities/Differences National Calendar Living memory Period Artefact	Compare/Contrast Archaeologist Myths and legends Witness Reconstruct	Examine/analyse Empathise Reflect Motive



## Historical Interpretation and Enquiry

Strand	EYFS	KS1	LKS2	UKS2
Compare and contrast (similarities and differences)	<p>Show curiosity about stories and people. Mark-make using the topic as inspiration.</p> <p>Begin to ask and answer 'how' and 'why' questions in response to stories or events, with scaffolds from the teacher.</p> <p>Be aware that information can be collected from books. Handle objects and look at pictures.</p>	<p>With support, pupils begin to distinguish between fact and fiction through the use of stories and pupils can consider the stories of adults when they talk about the past.</p> <p>With support, pupils begin to compare two versions of an event in the past through, for example, comparing pictures/ photographs of people or events in the past. Begin to discuss the trustworthiness of evidence provided, including photos, accounts and stories.</p> <p>Begin to apply simple observations e.g. Compare images of the houses in the period of the Great Fire of London and modern day, identifying the differences, considering reasons why.</p> <p>With support, pupils find answers to simple questions about the past as well as ask questions to develop understanding and find out more information.</p> <p>Handle artefacts, look at pictures and explore a wider range of sources. E.g. read extracts of Samuel Pepys' diary entries.</p>	<p>Begin to identify and give reasons for different ways in which the past is represented and consider the evidence available to develop understanding of the past.</p> <p>Start to distinguish between different sources, beginning to compare different versions of the same story. Evaluate the usefulness of the sources and begin to consider bias.</p> <p>Use a range of sources to find out about a period, beginning to observe smaller details, considering what the sources really tell us. With support, understand the difference between primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event with support, beginning to reconstruct events and gather evidence to support points.</p> <p>Begin to understand primary and secondary sources more independently.</p> <p>Ask a variety of questions, beginning to guide own research, selecting and recording information relevant to the study.</p>	<p>Compare and contrast accounts of events from different sources, including fact and fiction. Bring knowledge gathered from several sources together in a fluent account.</p> <p>Link sources and begin to understand how conclusions were made.</p> <p>Consider and provide some reasons for different versions of events, considering different perspectives.</p> <p>Consider the limitations of interpretations, distinguishing fact, fiction and opinion. Consider bias with confidence, understanding that different evidence will lead to different conclusions.</p> <p>Confidently recognise and identify primary and secondary sources, using a range of sources to find out about an aspect of time past.</p> <p>Confidently apply relevant previous historical knowledge and use this to further understanding of the period studied.</p> <p>Confidently and independently use a range of sources, including the internet and reference books with increasing confidence. Identify gaps in knowledge and suggest ways to find out more.</p> <p>Generate well-considered, detailed questions to find out more information and challenge information provided, scrutinising the sources.</p>
Vocabulary	Why? Books	Question Clue What/ when/ where/ who/ how/ why? Objects Research Fact/opinion Historian/Experts Historical objects	Sources Cause and effect Interpret Investigate/ Enquiry Excavate Evidence Accuracy Perspective Bias	Reliability Consequence Primary and secondary evidence Purpose Mistake Bias

