



| Year Group | <u>CHRONOLOGY AND CAUSATION</u> | <u>HISTORIC ENQUIRY</u> | <u>HISTORICAL SIGNIFICANCE AND INTERPRETATION</u> | <u>SUBSTANTIVE KNOWLEDGE</u> |
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| EYFS | <ul style="list-style-type: none"> •To appreciate the difference between old and dirty or worn •To know the difference between old and new •To know the difference between long ago and now •To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order •To begin to appreciate that their life is different to the lives of people in the past •To understand the past through settings, characters and events encountered in books read in class and storytelling •Use words like yesterday, last week, old and new | <ul style="list-style-type: none"> •Ask questions or make remarks about illustrations in a book they are reading which may be set in the past •Begin to recognise that characters in a book they know acted as they did because it was a long time ago | <ul style="list-style-type: none"> •Give a reason for why something has changed between now and the past •Look at or touch objects from the past and comment on appearance •Recognise that the past is different from today | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. |



“Let your light shine.”

History progression

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| <p>Year 1</p> | <ul style="list-style-type: none"> •To appreciate the difference between long ago and very long ago •Create a simple timeline to capture recent events •Remember parts of stories they have read or have had read to them which involve memories about the past •Recognise that familiar objects we have today would have been different in the past, i.e., telephone •Begin to appreciate what a timeline is by looking at a time line over the past 10 years •Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after | <ul style="list-style-type: none"> •Respond to simple questions about the past •Observe and handle artefacts and ask simple questions about the past •Offer an opinion as to why something may have happened in the past and why they know | <ul style="list-style-type: none"> •Identify similarities and differences between different times •Begin to identify and recount historic details from the past from sources e.g. pictures/stories •Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television •Able to talk about some people and events that they have studied and give reasons for their actions •Consider the differences between ‘long ago’ and ‘now’ | <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality • Know about people who did something in the past that has impacted on our lives today • Know about people who have contributed much to the lives of black people • Know about people who have contributed much to the lives of women • Know about a famous event from the past that we still talk about today • Know about people who have put their lives in danger to make the world a better place • Changes within living memory -revealing aspects of change in national life • Know how different our grandparents’ toys were. • Know what our grandparents’ school days were like. • Know how shopping habits have changed over the past 50 years. • Know how birthday celebrations for children have changed over the past 50 years. • Know how what we eat on a daily basis has changed over the past 50 years. |
| <p>Year 2</p> | <ul style="list-style-type: none"> ☑Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past ☑Describe memories and changes that have happened in their own lives | <ul style="list-style-type: none"> •Look carefully at pictures and objects to find information. •Find answers and respond to simple questions about the past. •Choose and select evidence and say how it can | <ul style="list-style-type: none"> •Appreciate the people in the past who have contributed to national and international achievements •Recount historic details from eye-witness accounts, photos and artefacts | <p><i>Study events beyond living memory that are significant nationally or globally.</i></p> <p><i>In this unit the focus is on the Great Fire of London.</i></p> <ul style="list-style-type: none"> • Know where London is. • Know that a great fire engulfed London in the past. • Know that they found it difficult to control the fire. • Know that much of what we know about the fire comes from the diary of Samuel Pepys. |



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| | <p>☑Begin to appreciate the difference between long ago and very long ago</p> <p>☑Able to point out a few similarities and differences between ways of life at different times</p> <p>☑Able to order a few events and artefacts from the recent past</p> <p>☑Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> | <p>be used to find out about the past</p> <ul style="list-style-type: none"> •Understand some ways we find out about the past •Recognise the importance of basing ideas on evidence •Develop the idea of presenting an idea and raising questions about the past | <ul style="list-style-type: none"> •Begin to reflect on the significance of what has been learnt from the past •Develop an awareness of the past and comment on how they found out | <ul style="list-style-type: none"> • Know how firefighting equipment has changed over the years. <p><i>Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of iron age hill forts • Know what is meant by hunter gatherers |
| Year 3 | <p>☑Begin to understand that the past is divided into different named periods of time</p> <p>☑Able to use dates to explain British, local and world history</p> <p>☑Start using a timeline that identifies different centuries</p> <p>☑Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p> <p>☑Put artefacts or information in chronological order from a long time ago</p> <p>☑Understand that significant discoveries or inventions</p> | <ul style="list-style-type: none"> •Use a variety of sources to collect information about the past •Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past •Explain that there are different types of evidence and sources that can be used to help represent the past | <ul style="list-style-type: none"> •Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied •Start to compare two versions of a past event •Observe and use pictures, photographs and artefacts to find out about the past •Start to use stories or accounts to distinguish between fact and fiction •Explain that there are different types of evidence and sources that can be | <p><i>History should help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</i></p> <ul style="list-style-type: none"> • Know that castles were built to keep people safe and secure. • Know that there are many stories associated with castles. • Know that there is probably a castle not very far away from where you live. • Know the names of the different features of a castle. <p><i>Pupils should be taught about events beyond living memory that are significant nationally or globally. In this unit the focus is on the Victorians</i></p> <ul style="list-style-type: none"> • Know what is meant by the term ‘industrial revolution’ • Know about how the industrial revolution changed different towns and cities in Britain • Know what life was like for most Victorian children |



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| | <p>created much change to the lives of people, e.g. the wheel or iron ore</p> | | <p>used to help represent the past</p> | <ul style="list-style-type: none"> • Know what life at home was like for most Victoria people <p><i>Pupils should be taught about events beyond living memory that are significant nationally or globally.</i></p> <ul style="list-style-type: none"> • Know how the development of Stoke on Trent affected the area • Know about how the industrial revolution changed Stoke • Know what life was like living in Stoke • Know what life at home • Learn about well known pottery companies who had an impact around the world. E.g. Wedgwood, Spode etc • Learn about the impact Josiah Wedgwood had on the slave trade and improving life for his workers. |
| Year 4 | <ul style="list-style-type: none"> •To be able to place events, people and changes of British, local and world history on a timeline •To accurately set out different events onto a timeline •To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation •Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart •Use a timeline in relation to the unit being studied. | <ul style="list-style-type: none"> •Appreciate the difference between primary and secondary sources of evidence •Use a range of sources to collect information about the past •Construct informed responses about one aspect of life | <ul style="list-style-type: none"> •Look at more than two versions of the same event or story in history and identifies differences •Investigate different accounts of historical events and explain some of the reasons why the accounts may be different •Begin to talk about the impact of a past action on our lives today •Able to talk about similarities and differences between different times in the past according to the periods of history studied | <p><i>Changes in Britain from the Stone Age to 1066, to include the Stone Age to the end of the Iron Age; The Roman Empire and its impact on Britain; Britain’s settlement by Anglo-Saxons and Scots; The Vikings and Anglo-Saxon struggle for the kingdom of England</i></p> <p>Know how Britain changed between the beginning of the stone age and the iron age</p> <ul style="list-style-type: none"> •Sources: artefacts (tools), cave paintings, pictures, buildings •Know what is meant by hunter gatherers. <p><i>Ancient Greece a study of Greek life and achievements and their influence on the western world</i></p> <ul style="list-style-type: none"> •Know who/what/when and where the ancient Greeks were •Know the main characteristics of the Athenians and the Spartans •Know about and can talk about the struggle between the Athenians and the Spartans •Know about the influence the gods had on ancient Greece •Understand the importance of ‘debate’ in Greek society •Talk about the legacy of democracy left by ancient Greece |



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| | <ul style="list-style-type: none"> •Use words and phrases: century, decade •Appreciate that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | | | |
| Year 5 | <ul style="list-style-type: none"> •To have a secure understanding of a British timeline that extends from the Stone Age to the present day •To show a chronologically secure knowledge and understanding of local, national and global history •To be able to tell the story of events within and across the time periods studied •To describe connections. contrasts and trends over short and longer time periods •Order an increasing number of significant events, movements and dates on a timeline using dates accurately; •Accurately use dates and terms to describe historical events; •Know and describe in some detail the main | <ul style="list-style-type: none"> •Recognise when they are using primary and secondary sources of information to investigate the past •Select relevant sections of information to address historically valid questions and construct detailed, informed responses •Use a wide range of different evidence to collect evidence about the past •Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context | <ul style="list-style-type: none"> •Find and analyse a wide range of evidence about the past •Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past •Consider different ways of checking the accuracy of interpretations of the past; •Realise that there is often not a single answer to historical questions •Able to discuss trends over time •See the relationship between different periods and the legacy or impacts for people today | <p><i>Changes in Britain from the Stone Age to 1066, to include the Stone Age to the end of the Iron Age; The Roman Empire and its impact on Britain; Britain’s settlement by Anglo-Saxons and Scots; The Vikings and Anglo-Saxon struggle for the kingdom of England</i></p> <ul style="list-style-type: none"> •Know how Britain changed between the end of the Roman occupation and 1066 •Sources: maps, artefacts, paintings, buildings. • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons <p><i>The achievements of the earliest civilizations –an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i></p> <ul style="list-style-type: none"> •Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. •An in-depth study of one civilization: Ancient Egypt. |



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| | <p>changes to an aspect in a period of history being studied</p> | | | <p><i>A non-European society that provides contrasts with British history –one in depth study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900</i> Mayan Example</p> <ul style="list-style-type: none"> •Know who/what/when and where the Mayans were •Know the Mayan belief system was rooted in nature and they had many gods. •Know that Pottery/Clay work: clay tiles from both the Maya has been found and give us evidence of their beliefs. •Know about the impact that an ancient society, the Mayan civilization, had on the world. •Know why they were considered an advanced society in relation to that period of time in Europe |
| <p>Year 6</p> | <ul style="list-style-type: none"> •To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world •To identify specific changes within and across different periods over a long period of history •Use timelines to place events, periods and cultural movements from around the world. •Use timelines to demonstrate changes and developments in culture, technology, religion and society. •Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, | <ul style="list-style-type: none"> •Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites •Investigate own lines of enquiry by posing historically valid questions to answer •Understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time | <ul style="list-style-type: none"> •Find and analyse a wide range of evidence about the past •Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past •Consider different ways of checking the accuracy of interpretations of the past •Start to know the difference between primary and secondary evidence and the impact of this on reliability •Show an awareness of the concept of propaganda •Appreciate that people in the past represent events or ideas in a way that may be to persuade others •Begin to evaluate the usefulness of different sources | <p><i>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> •Know how Victorian Britain changed during the Industrial Revolution •Describe prehistoric and Victorian inventions •Recognise how Britain changed after the formation of the British Empire <ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the main countries that were part of the British Empire • Know about the positive and negative associated with the British Empire • Know the dates that WW2 started and ended. • Know about the main events that led to WW2 beginning. • Know about the significant leaders such as Hitler and Churchill. • Know the names of the countries that supported Britain. • Know the impact that the war had on ordinary people. • Know why many people found Britain an attractive place to come to live. |



Waterhouses CE
Primary Academy

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History progression

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| | <p>Tudors, Stuarts, Georgians, Victorians and Today.</p> <ul style="list-style-type: none">•Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.•Name date of any significant event studied from past and place it correctly on a timeline | | <ul style="list-style-type: none">•Form own opinions about historical events from a range of sources | |
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