



History – Disciplinary and Substantive knowledge progression and LTP

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none">• 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
		<ul style="list-style-type: none">• 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.



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Year 1 – substantive knowledge:		
Understanding their personal history	Historical changes, using toys as a medium to understand them.	How has transport changed over time? REACH
<ul style="list-style-type: none"> - <i>What can remember about Reception?</i> - <i>What can we remember about Nursery?</i> - <i>What can we remember about being a baby?</i> - <i>Who do we go to for this information about our past?</i> - <i>Can I put significant events in our history onto a timeline, with key dates, labels and illustrations?</i> 	<ul style="list-style-type: none"> - <i>What is a toy?</i> - <i>What is a toy made of?</i> - <i>What toys do I play with?</i> - <i>What toys did my parents play with?</i> - <i>What toys did my grand parents play with?</i> - <i>What is the same, what is different?</i> 	<ul style="list-style-type: none"> - <i>How did the wheel begin to change lives?</i> - <i>How much has changed?</i> - <i>Did everyone welcome the railways?</i> - <i>How has the car developed and did everyone benefit?</i> - <i>How much has changed since the Wright flyer?</i> - <i>How has transport changed over time?</i>
<p><u>As historians we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> • Place knowledge of events in chronological order. • Sequence events and recount changes within living memory. • Use common words and phrases related to time. • Find answers to simple questions about the past from simple sources of information. • Describe some simple similarities and differences between artefacts. • Sort artefacts from “then” and “now”. Ask and answer basic questions about the past. • Relate own account of an event and understand that others may give a different version. • Talk, draw or write about aspects of the past. • Understand the key features of events. • Identify some similarities and differences between ways of life in different periods. 		<p><u>Essential Tier 2 Vocabulary in Year 1:</u></p> <p>then now past present same different</p>



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Year 2 – substantive knowledge								
What do we know about the Victorians?	Historical changes, using sweets (local Pontefract link).	The Great Fire of London REACH						
<ul style="list-style-type: none"> - <i>Who is Queen Victoria, when did she live and what were the key events of her life.</i> - <i>Compare Queen Victoria / Queen Elizabeth II (sims and differences)</i> - <i>Timelines – When and what were the key events of the Victorian Era (focus on jobs)</i> - <i>How do we know about what happened in the Victorian Era (sources and artefacts investigation)</i> - <i>What can we learn from a field trip to Cannon Hall (rich and poor)</i> 	<ul style="list-style-type: none"> - <i>Can you compare sweets in the past and sweets today?</i> - <i>What facts can you learn about Yorkshire sweets, and can you put them in chronological order?</i> - <i>What was it like to buy sweets and chocolates in the past? (visitor talk – JEAN)</i> - <i>What can we learn about the history of Pontefract cakes?</i> - <i>Can we order the events about liquorice in Pontefract chronologically</i> - <i>(Visitor from Pontefract museum to talk about liquorice and artefacts).</i> 	<ul style="list-style-type: none"> - <i>How can we safely build a fire?</i> - <i>What were the problems with London in 1666?</i> - <i>What happened and how do we know?</i> - <i>What did eyewitnesses say about the fire?</i> - <i>What are causes and consequences?</i> - <i>Why did the Great Fire of London spread so quickly?</i> 						
<p>As historians we will learn (disciplinary knowledge):</p> <ul style="list-style-type: none"> • Show an awareness of the past, using common words and phrases relating to the passing of time. • Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe changes within living memory and aspects of change in national life. • Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London or events commemorated through festivals or anniversaries. • Use a wide vocabulary of everyday historical terms. • Speak about how he/she has found out about the past. • Record what he/she has learned by drawing and writing. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Queen Victoria. 		<p>Essential Tier 2 Vocabulary in Year 2:</p> <table border="1"> <tr> <td>similarities</td> <td>differences</td> <td>chronological</td> </tr> <tr> <td>order</td> <td>cause</td> <td>consequence</td> </tr> </table>	similarities	differences	chronological	order	cause	consequence
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Year 3 – substantive knowledge								
Prehistoric Britain (REACH) <ul style="list-style-type: none"> - <i>What was life like in the Ice Age?</i> - <i>What tools did early humans use?</i> - <i>What was life like in the Stone Age settlements?</i> - <i>Why was bronze used for weapons?</i> - <i>What can we learn from Skara Brae and other stone age settlements?</i> 	Egypt (TWINKL) <ul style="list-style-type: none"> - <i>Who were the Ancient Egyptians?</i> - <i>What was life like in Ancient Egypt?</i> - <i>What can we learn from tomb artefacts?</i> - <i>How do we know about the life of Tutankhamun?</i> - <i>How did Egyptians leave records we can understand?</i> - <i>What can we learn about Egyptian religious beliefs?</i> 	Anglo-Saxons (REACH) <ul style="list-style-type: none"> - <i>How did control of Britain change after the Roman rule?</i> - <i>What was life like in Anglo-Saxon Britain?</i> - <i>Who ruled Anglo-Saxon Britain?</i> - <i>What can written sources tell us about Anglo-Saxon Britain?</i> - <i>Can you design an Anglo-Saxon Burh?</i> 						
<u>As historians we will learn (disciplinary knowledge):</u> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passage of time. • Describe memories of key events in his/her life using historical vocabulary • Describe Britain's settlement by Anglo-Saxons and Scots. 	<u>Essential Tier 2 Vocabulary in Year 3:</u> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>historical</td> <td>chronology</td> <td>describe</td> </tr> <tr> <td>timeline</td> <td>place</td> <td>events</td> </tr> </tbody> </table>		historical	chronology	describe	timeline	place	events
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Year 4 substantive knowledge:								
Ancient Greece (REACH)	Roman Britain (REACH)	Vikings (REACH)						
<ul style="list-style-type: none"> - <i>What do we know about Ancient Greece?</i> - <i>What did the Ancient Greeks believe?</i> - <i>Who was Alexander the Great?</i> - <i>How has Ancient Greece influenced our lives?</i> - <i>How equal was society in Ancient Greece?</i> 	<ul style="list-style-type: none"> - <i>How did the Roman Empire become so successful?</i> - <i>How did the Romans invade Britain?</i> - <i>How did Britain change under the Romans?</i> - <i>Can you plan your own Roman town?</i> - <i>Which factors were most important in the fall of the Roman Empire?</i> 	<ul style="list-style-type: none"> - <i>Why did the Vikings raid and invade Britain?</i> - <i>Who were the Norse gods?</i> - <i>Why did Alfred sign a treaty with Guthrum?</i> - <i>Was Alfred right to make a deal with the Vikings?</i> - <i>What were the similarities and differences between Norse and Anglo Saxon?</i> 						
<p><u>As historians we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework. • Use historic terms related to the period of study. • Use a variety of resources to find out about aspects of life in the past. • Understand that sources can contradict each other. • Describe the Roman Empire and its Impact on Britain. • Use sources of information in ways that go beyond simple observations to answer questions about the past. 		<p><u>Essential Tier 2 Vocabulary in Year 4:</u></p> <table border="1"> <tbody> <tr> <td>periods</td> <td>framework</td> <td>source</td> </tr> <tr> <td>contradict</td> <td>resources</td> <td>aspect</td> </tr> </tbody> </table>	periods	framework	source	contradict	resources	aspect
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Year 5 substantive knowledge								
Benin Kingdom (REACH)	Medieval Monarchs (REACH)	Changing Britain (REACH)						
<ul style="list-style-type: none"> - How did the Benin Kingdom begin? - What was life like for the Edo people in the Benin Kingdom? - How were trade links established and what goods were traded? - What was the transatlantic slave trade? - What can the Benin Bronzes teach us about the Benin Kingdom? 	<ul style="list-style-type: none"> - Why was there a succession crisis in 1066? - Who was responsible for the death of Thomas Beckett? - Which king was worse, John or Richard? - What makes a great medieval monarch? - How did power change during the medieval period? - PONTEFRACT CASTLE LINK 	<ul style="list-style-type: none"> - How have people fought for civil rights in Britain? - What was the Bristol Bus Boycott? - What was the Grunwick Strike? - Why were there protests about Section 28? - How did the Wheelchair Warriors fight for their rights? 						
<p><u>As historians we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times in the past. • Make comparisons between aspects of periods of history and the present day. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways. • Provide an account of a historical event based on more than one source. • Give some reasons for some important historical events. 		<p><u>Essential Tier 2 Vocabulary in Year 5:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">compare</td> <td style="padding: 2px;">Information</td> <td style="padding: 2px;">evaluate</td> </tr> <tr> <td style="padding: 2px;">usefulness</td> <td style="padding: 2px;">account</td> <td style="padding: 2px;">communicate</td> </tr> </table>	compare	Information	evaluate	usefulness	account	communicate
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Year 6 substantive knowledge								
Industrial Revolution (REACH)	Twentieth Century Conflicts (REACH)	Civil Rights (REACH)						
<ul style="list-style-type: none"> - What were the main features of Victorian society? - What were living and working conditions like in the Industrial Revolution (link to local mining)? - How successful were political acts at making Victorian Britain fairer? - What was it like for children working during the Industrial Revolution? - How did the Industrial Revolution change Feltham (HEMSWORTH?) 	<ul style="list-style-type: none"> - What were the different causes of the First World War? - Why were so many lives lost on the Western Front? - Was the Treaty of Versailles fair? - How did Hitler rise to power? - What causes the Second World War? 	<ul style="list-style-type: none"> - What was the United States of America like in the 1950s? - Why did Oliver Brown take the Board of Education to the Supreme Court? - Why didn't Rosa Parks give up her seat on the bus? - What is the Black Lives Matter movement and why is it needed? 						
<p><u>As historians we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Make confident use of a variety of sources for independent research. • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. • Describe changes in Britain from the Stone Age to the Iron Age. • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 		<p><u>Essential Tier 2 Vocabulary in Year 6:</u></p> <table border="1"> <tbody> <tr> <td>devise</td> <td>Historically valid</td> <td>significance</td> </tr> <tr> <td>constructed</td> <td>connections</td> <td>trends</td> </tr> </tbody> </table>	devise	Historically valid	significance	constructed	connections	trends
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Concept mapping through our curriculum 2022-2023

History occurs in a place	People's ideas (philosophy)	People's beliefs (religions etc)	Power and government	Invasion and migration (need for resources or control)	Technological developments	Use of primary sources
How does the place affect the history of people?	How have people's ideas changed through time, and how has that affected us?	How have people's beliefs changed through time, and how has that affected us?	How are people governed and controlled through history?	How have movements of people created changes throughout history.	What impact did specific technology have throughout history?	How do we know about the past?

History occurs in a place

EYFS	Personal life story – the place around them (all about me)
Y1	Personal history around them, including toys and transport.
Y2	Victorians – Empire, industrial revolution in Britain Pontefract – local place how has this shaped it's history (castle etc) Great Fire – buildings, safety, access to water etc
Y3	Where did the Anglo Saxons settle in Britain? How the Egyptian society was affected by the Nile and the climate. Early humans were affected by the Ice Age climate.
Y4	Greece and Rome – Mediteranium Vikings – Scandinavia (scarcity of land and resources)
Y5	Benin Kingdom – trade links with Portugal, transatlantic slave trade. Medieval monarchs – landscape of Britain and Normandy Changing Britain – different communities in Britain.



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Y6	Civil rights – large population of ex slaves – plantation Industrial revolution – Empire, India, resources of UK and wider empire. War in Europe – countries proximity in Europe, scramble for resources.
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People's ideas

(philosophy)

EYFS	Focus on Rosa Parks, Martin Luther Kings: that people can have different views and ideas.
Y1	Family life, attitudes to leisure (toys).
Y2	Victorian attitudes to rich and poor. Pontefract industrial culture (factories, school for children)
Y3	How did life change as it moved from Roman to Saxon beliefs? Egyptian thought included mathematics to calculate construction and flooding. Early humans were developing the concept of settlements and family groupings.
Y4	Greeks and Romans – Philosophical developments in these cultures. Vikings – culture of invasion, warriors, right to rule and raid.
Y5	Benin – idea of heirachy, tribal culture, Edo people Medieval Monarchs – Divine right to rule Changing Britain – Section 28, disability, civil rightsetc
Y6	Industrial Revolution – Politcal acts making Britain Fairer. Civil Rights – how did people change their perceptions of Black People in America Twentieth Century Conflicts – facism, rise of Nazism, perception of Jews etc.

People's beliefs (religions etc)

EYFS	Weddings, celebrations, role play about UK and other cultural beliefs.
Y1	Hemsworth Church
Y2	Victorian Christianity, contact with other religions.



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	Great Fire of London – Christopher Wren churches etc
Y3	Anglo Saxon beliefs included early Christianity and Paganism, representing transition. Egyptian beliefs were polythesistic, based around their pantheon of Gods, building temples and monuments and shaping their daily lives. Early humans were beginning to develop beliefs, which we see through their art.
Y4	Greek Pantheon; Roman Pantheon and link Christianity, native beliefs of Britain. Viking gods and their beliefs.
Y5	Benin voodoo; Medieval Christianity justify violence, Section 28 link to Christianity
Y6	Concept of fairness Christian & Victorian charity; Chirstians in Civil rights , jewish faith.

Power and government

EYFS	School rules and how we interact, remembrance, Guy Fawkes
Y1	How is your own life organised, democracy in classrooms
Y2	Victorian British Empire; labour laws to control factories
Y3	Anglo Saxon Britain was divided into small kingdoms, ruled through monarchical structures. Egyptian society was a Theocratic Pharonic Monarchy, which was dynastic. Physical violence was used to control, as well as hierarchical structures and religion. Early humans were learning to live in small groups and families, and created a cooperative structure.
Y4	Greek democracy, city states; Roman democratic republic change to Emipre; Vikings Danelaw
Y5	Benin Monarchy primogeniture dynastic; feudalism in Britain; changes in Britain in 20 th Centure.



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Y6	British Empire; Use democracy increase of suffrage; Nazism, fascism, democracy
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Invasion and migration (need for resources or control)

EYFS	NA
Y1	Transport – how to people move around, toys from different places
Y2	Victorian Empire; Industrialisation of UK (resources, cities etc).
Y3	Why did the Romans leave, and why did the Anglo Saxons settle in Britain? Egyptian people migrated down the Nile valley and in the delta. They invaded nearby kingdoms. Early humans migrated according to resources, and settled where there was fresh water.
Y4	Alexander the Great; Roman empire; Viking Raids
Y5	Benin – transatlantic slave trade, tribal joining to create bigger kingdoms; 1066; Civil rights (Windrush etc).
Y6	Industrial revolution movement to cities, empire; Civil rights movement of slave populations; 20 th Century Conflicts invasion of countries and control of resources.

Technological developments

EYFS	Everyday interactions with technology, look at how this has changed for parents, grandparents.
Y1	Development of toys and transport through time
Y2	Development of fire fighting technology; sweet technology (machinery)
Y3	Anglo Saxons moved from the Bronze age to the Iron Age, and utilised some Roman technology, they built Burhs (fortifications). Egypt – Shaduf (flooding technology), qanats, buildings. Early humans – flint technology, beginning to use masonry.
Y4	Rome – roads, underfloor heating, warfare



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	Greeks – warfare technology (Alexander) Vikings – longboats
Y5	Development of trade goods and the technology to administer an African Empire. Motte and Bailey castles. Changing Britain – communication allowing protests etc
Y6	Industrial revolution technology; Civil Rights (American dream); War technology.

Use of primary sources

EYFS	Shackleton diary sources, artefacts.
Y1	Toys examples throughout time; Railway Museum.
Y2	Samuel Pepys; Wakefield museum bring artefacts; Victorian Cannon Hall.
Y3	Anglo Saxons – written evidence (few), archaeological evidence, art. Egypt – Written evidence, hieroglyphics, grave goods, Rosetta Stone Early humans – artefacts (flint tools), cave paintings, physical settlements (Skara Brae)
Y4	Greek writings; Roman writings, monuments, Vikings archaeological evidence some written sources.
Y5	Benin Bronzes; Bayeaux Tapestry 1066, medieval castles; protest posters and writings.
Y6	Political Acts; Victorian artefacts and writings; Supreme Court rulings, Writings about the movements, 20 th Century Conflicts – artefacts from the war, propaganda materials, Eden Camp.