



History

CONCEPT PROGRESSION



BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS								
Community	Knowledge	Invasion	Civilisation	Power	Democracy			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<p>Understanding the world</p> <p>Past and Present 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 Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Changes within living memory COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Anglo-Saxons INVASION POWER</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Compare non-European society with Anglo-Saxons (Maya) CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War Early Islamic or Benin to be written Spring 2022</p>	<p>Windrush Generation COMMUNITY DEMOCRACY</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>		
	<p>Lives of significant people KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Revisit events beyond living memory COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Rome and its impact on Britain INVASION CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggles INVASION POWER</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Ancient Greeks POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Beyond 1066</p> <table border="1"> <tr> <td> <p>Monarchs POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> </td> <td> <p>Battle of Britain INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> </td> </tr> </table>	<p>Monarchs POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
	<p>Monarchs POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>						
<p>More lives of significant people KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Significant historical events, people and places in our locality COMMUNITY</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>	<p>Achievements of an ancient civilisation Egypt CIVILISATION POWER</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>	<p>Local history study COMMUNITY Guidance to be written Spring 2022</p>					

CUSP National Curriculum **History** Long Term Sequence



History

TEACHING SEQUENCE inc. CONCEPT PROGRESSION



	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Changes within living memory ↑	Events beyond living memory	↑ ↑	↑ ↑ ↑	↑ ↑	↑ ↑ ↑
			Revisit events beyond living memory ↑				
Significance	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
British history	Past and Present 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			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Mays, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	



History

CONCEPT AND VOCABULARY PROGRESSION



Eden	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations Celebrating cultural diversity of children in the class Traditional festivals and celebrations Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. 	<p>Changes within living memory – A Y1 child's living memory inc. Covid 19</p> <p>T2: toddler, timeline, different, compare, memory</p> <p>T3: construction, physical, imagination, lifetime, stages</p> <p>Etymology and morphology: con, mem, er</p>	<p>Events beyond living memory - The Great Fire of London</p> <p>Revisit prior learning: Tim Peake etc. significant people .</p> <p>T2: bustling, raged, extinguished, merchant, engulfed</p> <p>T3: flammable, devoured, possessions, ineffective, doused</p> <p>Etymology and morphology: -able, ex, de, in</p>
		<p>Revisit – study changes within living memory</p> <p>T2: hard, soft, imagination, physical, similar, different</p> <p>T3: construction, lifetime, stages</p> <p>Etymology and morphology: con, mem, er</p>	<p>Revisit events beyond living memory - The Great Fire of London</p> <p>T2: bustling, raged, extinguished, merchant, engulfed</p> <p>T3: flammable, devoured, possessions, ineffective, doused</p> <p>Etymology and morphology: -able, ex, de, in</p>
<p>Key Vocabulary to be developed in EYFS</p> <p>after, before, new, old, now, past, present, time, similar, different, important</p> <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<ul style="list-style-type: none"> Remembrance Day Black History week – Rosa Parks Bonfire Night – Guy Fawkes Child led learning inspired from books – Tim Peake / Astronauts. R.E themes taught Child led learning about dinosaurs and fossils 	<p>Lives of significant people – Mary Anning and David Attenborough</p> <p>Revisit prior learning – important events/people in reception.</p> <p>T2: legacy, inspire, revealed, explore, similar</p> <p>T3: fossil, documentary, significant, naturalist, expedition</p> <p>Etymology and morphology: doc, sign, or, ex</p>	<p>Significant historical events, people and places in our locality. TBC</p> <p>Castles through time in Dorset</p> <p>Maiden Castle – links to Y3 study</p> <p>Corfe Castle</p> <p>Portland Castle</p> <p>Highcliffe?</p>
		<p>More lives of significant people – Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake</p> <p>T2: legacy, inspire, pioneer, explore, similar</p> <p>T3: orbit, racism, significant, astronaut, expedition</p> <p>Etymology and morphology: doc, sign, or, ex</p>	



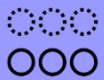

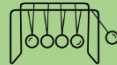
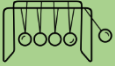




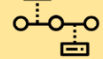




<p>Chronology</p>	<p>Significance of events / people</p>	<p>Cause and Consequence</p>	<p>Similarities and differences</p>	<p>Continuity and change in and between periods</p>
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History

CONCEPT AND
VOCABULARY
PROGRESSION





Year 3	Year 4	Year 5	Year 6	
<p>Stone Age Bronze Age Iron Age Link back to castle work in year 2 – significant places A focus on evidence – artefacts, burials, monuments and places Palaeolithic, Mesolithic and Neolithic periods Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture T2: ancient, community, dense, extinct, roaming, prehistory T3: domesticated, arid, gatherer, nomad, reared, submerged Etymology and morphology: pre, sub, -ity, ex domo</p> 	<p>Anglo Saxons Revisit concept of continuity and change from year 3 – Stone Age to Iron Age. Focus on chronology, causation and relationships. Anglo-Saxon life in Britain, kingdoms, evidence and religion. T2: abandoned, defenceless, dominant, missionary, pagan, reliant T3: heptarchy, laden, sporadic, vanquish, viewpoint, migration Etymology and morphology: -ary, -ic, hept, arch, -ant</p> 	<p>Compare non European society with Anglo-Saxons (Maya) Revisit Anglo-Saxons and consider what they knew about life at the time. T2: population, famine, descendant, declining, citizen, native T3: deforestation, codex, sacrifice, astronomy, warrior, polytheistic Etymology and morphology: astro, de, poly, scend/scent, pop</p> 	<p>Windrush Generation A study about: The Caribbean. The part Caribbean men and women played in World War 2. The Windrush pioneers; their struggles and successes. T2: intolerance, immigrate, prejudice, colony, emigrate, civilisation T3: racism, segregation, diversity, disembarked, demobilised, iniquitous Etymology and morphology: migr, -ity, -ism, dis, jud</p> 	
<p>Rome and its impact on Britain Revisit prior learning about the Iron Age and the changes that happened during the period. This study looks back at the Iron Age and the difference that the Romanisation of Britain made. T2: previously, conquered, rebellion, luxurious, culture, settlement T3: amphitheatre, emperor, aqueducts, invasion, barbarian, forum Etymology and morphology: in, amphi, pre, aqua, re</p> 	<p>Vikings (2022) Revisit the effect of Roman invasion on life in Britain – how did it change? What were the consequences? Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy Power struggle between Viking and Anglo-Saxon armies Struggle between Alfred the Great and King Guthrum Establishment of Danelaw Significant actions and consequences between English and Viking kings: Ethelred The Unready – King Sweyn – King Canute Establishment of monarchy through a single ruler – Viking or Anglo-Saxon Consequences of Edward the Confessor's lack of an heir and legacy of his father's connections with Normandy T2: TBC T3: TBC Etymology and morphology: TBC</p> 	<p>Ancient Greeks Revisit previous learning on ancient societies – Egyptians, Maya and Anglo-Saxons. Consider how they shaped communities/societies. A study of Greek life and achievements and their influence on the western world T2: democracy, honour, phenomenal, deteriorated, armoured, oppressive T3: city-state, tyrant, sanctuary, tactical, valiantly, unified Etymology and morphology: arma, dem, -cracy, uni, sanct, -ive</p> 	<p>Local history study TBC WW2 Weymouth – what was the impact of the war on Weymouth? How did this differ to the experiences of the Windrush Generation?</p> 	
	<p>Achievements of an Ancient civilisation – Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt T2: colossal, stability, civilisation, irrigation, mysteriously T3: funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh Etymology and morphology: ary, art/arte, ity, ise, glyph</p> 		<p>Beyond 1066 – Battle of Britain Why was war declared and what was the effect of conflict on Britain's society? T2: TBC T3: TBC Etymology and morphology: TBC</p> 	
<p>Chronology</p> 	<p>Significance of events / people</p> 	<p>Cause and Consequence</p> 	<p>Similarities and differences</p> 	<p>Continuity and change in and between periods</p> 



Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological knowledge / understanding</p>	<p>Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives and in lives of family members</p>	<p>Sequence events or objects in chronological order Describe memories of key events in lives</p>	<p>Develop an awareness of the past by sequencing artefacts closer together in time Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework</p>	<p>Begin to develop an understanding of the chronology of early history Begin to identify the big themes of history studied (How were people ruled? How did people live? What did people believe?)</p>	<p>Develop increasing awareness of chronology of the periods studied Develop understanding of the big themes of history studied Begin to identify connections, contrasts and trends over the periods studied</p>	<p>Continue to develop over-arching chronological knowledge, developing awareness that historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain Begin to identify clear narratives within and across period studied Identify some connections, contrasts and trends over time</p>	<p>Continue to develop chronologically secure knowledge of history with understanding of concurrent world history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time</p>
<p>Historical terms e.g. empire, peasant (see list)</p>	<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Begin to use some everyday historical terms</p>	<p>Use a wide vocabulary of everyday historical terms</p>	<p>Begin to use historical terms introduced</p>	<p>Use a range of historical terms with some accuracy</p>	<p>Use an increasingly accurate range of historical terms, often appropriately</p>	<p>Develop the appropriate use of historical terms (often abstract)</p>





Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical enquiry - Using evidence Communicating ideas</p> 	<p>Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, asking appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</p>	<p>Ask and answer questions Begin to understand different ways of finding out about the past Talk about and use different sources – stories, artefacts</p>	<p>Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding</p>	<p>Answer enquiry questions, using some historical information Begin to interact with a range of historical sources Use sentence stems to support historical explanations</p>	<p>Answer enquiry questions using a range of historical information Understand that sources sometimes tell different stories</p>	<p>Develop increasingly informed responses to enquiry questions, using a range of historical information Show some understanding that knowledge of the past is constructed from a range of sources</p>	<p>Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information</p>
<p>Interpretations of history</p> 	<p>Be curious about historical images, artefacts and experiences</p>	<p>Talk about how we know about what happened in the past</p>	<p>Identify different ways in which the past is represented</p>	<p>Begin to compare different versions of an event</p>	<p>Compare and discuss the differences in stories/interpretations of the past and begin to think about why they may be different</p>	<p>Compare and discuss the differences in stories/interpretations of the past and consider what effect this may have</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p>





Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Continuity and change in and between periods</p>	<p>Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time</p>	<p>Identify similarities and differences between ways of life relevant to themselves</p>	<p>Identify similarities / differences between ways of life at different times</p>	<p>Identify similarities, differences and some themes between different periods studied</p>	<p>Identify some links/themes between different periods studied</p>	<p>Begin to make links between main events, situations and changes within and across different periods/societies</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies</p>
<p>Cause and Consequence</p>	<p>Question why things happen and give explanations</p>	<p>Begin to think about why people did things and what happened as a result</p>	<p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Begin to think about why historical events, situations, changes may have happened</p>	<p>Begin to identify reasons for historical events, situations, changes and begin to see links between results</p>	<p>Identify results of historical events and begin to give reasons</p>	<p>Identify and give reasons for results of historical events, situations, changes</p>
<p>Similarity / Difference within a period/situation</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Make simple observations about similarities and differences between themselves and others, and among families, communities and traditions in the periods studied</p>	<p>Make simple observations about different types of people, events, beliefs within a society</p>	<p>Begin to describe some social, cultural, religious and ethnic aspects of periods studied</p>	<p>Describe some social, cultural, religious and ethnic similarities and differences between periods studied</p>	<p>Describe social, cultural, religious and ethnic diversity in the periods studied</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p>
<p>Significance of events / people</p>	<p>Recognise and describe special times or events for family or friends</p>	<p>Identify important people and events, personal and in the curriculum</p>	<p>Talk about who was important e.g. in a simple historical account</p>	<p>Identify important events and people in periods studied</p>	<p>Begin to identify that some events/people in periods studied have different impact/significance</p>	<p>Increasingly be able to identify the most significant people/events</p>	<p>Identify historically significant people and events in situations and explain reasons</p>

