

History – Substantive and Disciplinary Progression Maps

We have developed our own scheme of work to deliver the National Curriculum for History throughout Key Stage 1 and 2.

Progression in disciplinary knowledge (historical concepts such as chronology, change, cause and consequence, historical enquiry and interpretation) is integrated within the curriculum and developed alongside the substantive knowledge which the children learn each year.

Substantive knowledge relates to abstract concepts which occur frequently throughout studying history, such as ‘monarchy’ and ‘taxation’. Pupils develop their understanding through planned, repeated encounters with these concepts through a range of contexts. Substantive concepts have specific meanings in different contexts, rather than existing as definitions. Revolution is one example which represents an idea that has a different meaning depending to which period of time it refers

Disciplinary knowledge allows pupils to learn about how historians study the past and construct accounts through specific examples. This requires substantive knowledge about relevant historical contexts

Substantive knowledge progression

Components	EYFS (Understanding the world)	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.</p>		<p>Building on the work studied in EYFS and Key Stage 1, children focus on specific periods of history gaining knowledge of each component including key terms.</p>	<p>Make links between all topics and periods studied throughout Key Stage 2, gaining greater depth of knowledge and historical perspective about each component of the curriculum. They understand the key terms because they have studied them in a range of historical contexts.</p>

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EYFS	<p>Changes over time</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>					
	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
KS1	Toys	Transport	Pocahontas	Grace Darling	The Great Fire of London and Gateshead	Scott Antarctic Expedition
	<p>Understand what our toys are like today.</p> <p>Describe what other people’s toys like</p> <p>Know how we can tell these toys are old.</p> <p>Explore what our grandparent’s toys like and how do we know?</p> <p>Identify who played with these toys in the past?</p> <p>Understand how we can set up a toy museum.</p>	<p>Identify how the wheel began to change lives.</p> <p>Examine famous transport ‘firsts’ and identify how much has changed.</p> <p>Examine whether everyone welcomed the railways.</p> <p>Understand how the car developed and consider if everyone benefited.</p> <p>Explore how much has changed since the ‘Wright Flyer’.</p>	<p>Know how I have made history.</p> <p>Examine how we can find out if a story is real or imaginary? The role of evidence in creating history</p> <p>Understand what makes people ‘important’. Why do we remember certain people from the past?</p> <p>Sequencing the event of Pocahontas’ life history</p> <p>Exploring the difference between story and history.</p>	<p>Understand what Grace did that made her famous and why she is remembered today.</p> <p>Investigate why Grace did what she did.</p> <p>Consider if all versions of Grace’s story are the same.</p> <p>Explore how we know about Grace’s actions that happened so long ago.</p>	<p>Understand how long ago the Great Fire of London was and where London is.</p> <p>Understand how different 17th century London life was to today than now</p> <p>Identify the sequence of events that make up the Great Fire of London</p> <p>Organise a range of sources into their utility and formulate</p>	<p>Investigate why Scott of the Antarctic is so famous today.</p> <p>Investigate how Scott managed to get to the South Pole and what happened when he got there.</p> <p>Explore why Scott risked his life to get to the South Pole. Understand why Scott failed to get there first.</p> <p>Consider how we should remember</p>

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		<p>Consider The story of transport: would everyone tell it the same way?</p>	<p>Investigate what can we say for certain about what life was like for Pocahontas and the Powhatan Native Americans.</p> <p>Understand why the settlers leave England and risk their lives in North America.</p> <p>Explore why we should remember Pocahontas.</p>	<p>Investigate how sea rescue improved after her heroic act.</p> <p>Consider how we should remember Grace today.</p>	<p>a conclusion for the cause of the Great Fire of London</p> <p>Examine the effect of the Great Fire of London</p> <p>Understand why we remember the Great Fire of London</p>	<p>Scott today.</p>
KS2	Industrial Revolution	Stone Age to Iron Age	Ancient Greece	Roman Britain	Local Study	Anglo Saxons and Scots
	<p>Begin to understand a broad overview of industrialisation, and some key concepts.</p> <p>Compare the two ways of producing cotton, and explain why the mill is so much more efficient, produces so much more cotton, and most importantly allows for cotton to be much cheaper.</p>	<p>Create an accurate timeline and understand just how long ago the Stone, Bronze and Iron ages were.</p> <p>Understand what we actually know about the Stone Age.</p> <p>Examine the discovery of Skara Brae and the conclusions archaeologists can make from it.</p> <p>Analyse why and how much life changed as Britain entered the Bronze Age.</p>	<p>Begin to understand how historians know about Ancient Greece and that there was no single 'Ancient Greece'.</p> <p>Analyse Athenian democracy and its impact on the world.</p> <p>Understand what philosophy is and the role of some important Greek philosophers in understanding the world today.</p>	<p>Understand what Britain was like prior to Roman invasion</p> <p>Examine sources that explain Caesar's attempted invasion of Britain</p> <p>Understand the impact of Claudius's invasion</p> <p>Identify the reasons for the</p>	<p>Understand why the North East was an important part of Britain/the British Empire.</p> <p>Examine why the North East had so many famous pioneers.</p> <p>Investigate who William Armstrong was and what he gave the world.</p>	

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	<p>Explain the principles of an early steam engine.</p> <p>Explore aspects of mining life.</p> <p>Understand the significance of canals</p> <p>Understand the significance of the birth of the British railway, and the effect on Britain.</p>	<p>Explore what exactly Stonehenge is for.</p> <p>Identify where people in the Iron Age lived.</p>	<p>Understand the limitations of studying ancient history.</p> <p>Understand both how and why Greek architecture impacted the world today. Interpret Alexander the Great's legacy.</p>	<p>building of Hadrian's Wall</p> <p>Examine a range of sources about Roman Britain</p> <p>Examine sources from <i>after</i> the invasion</p> <p>Explain the impact the Romans had on Britain</p>	<p>Understand who George Stephenson was and what he gave the world.</p> <p>Explore who William Swan was and what he gave the world.</p> <p>Consider why we remember these people.</p>	
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Disciplinary Progression

	<u>EYFS</u>	<u>Year 1 and Year 2</u>	<u>Year 3 and Year 4</u>	<u>Year 5 and Year 6</u>
<u>Chronology, change and continuity</u>				

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<p>Key concepts The pace, nature and extent or characterisation of change.</p> <p>What changed, and what stayed the same or similar?</p> <p>Four types of change; extent or degree, pace or rate, nature or type, and process.</p> <p>Change is a discrete series rather than a continuous process</p>	<p>I begin to understand the passage of time, for example, I know 3 things I couldn't do as a baby but that I can do now.</p> <p>Create and use simple, sequenced timeline to develop the language of time.</p>	<p>I can put events/objects in the correct order they happened/were made.</p> <p>I can use terms like before/after, old/new correctly.</p> <p>I know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Pupils to identify simple similarities and differences between today and a fixed point in time.</p>	<p>I know how to locate key events/periods studied on a timeline</p> <p>I know the meaning of: AD, BC, century, millennium, decade, ancient, modern</p> <p>To explore the diverse experiences of different groups within the same period.</p> <p>Identify changes over time by looking at developments over time across an increasingly extended chronology.</p> <p>To create dated, scaled timelines with a focus on developing a sense of scale and duration.</p>	<p>I know how to order and place the key periods and events studied</p> <p>I know the CE and BCE can be used instead of AD and BC</p> <p>I know the relationship between date and century (dates starting from 100AD are 2nd century)</p> <p>To know some things in the past were changing whilst others remained stable.</p> <p>To know how the pace and extent of change can vary over time and in different ways both positive or negative.</p> <p>To use scaled timelines to make cautious claims about the nature, pace and extent of change and to identify turning points and trends.</p>
	<u>EYFS</u>	<u>Year 1 and Year 2</u>	<u>Year 3 and Year 4</u>	<u>Year 5 and Year 6</u>
<u>Cause and Consequence</u>				
<p>Key concepts Examine how and why events or states of affairs occurred or emerged.</p> <p>Select and combine information about potential causes and shape them into an explanation. Pupils need repeated</p>	<p>Remembering events , losses in our past</p> <p>I know 'What happened?'</p>	<p>I know about the cause of an event studied.</p> <p>To know 'why did it happen?' and be able to spot reasons why.</p> <p>Pupils are encouraged to make because claims.</p>	<p>I know the cause of an event and the consequence</p> <p>To know events and developments in the past took place for multiple reasons that go beyond the motivation of individuals.</p>	<p>I know the cause of the event and the consequences & explain why.</p> <p>To know how different causes link together to lead to an event.</p> <p>To reason about the relative influence of different causes.</p>

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encounters of how historians construct such arguments.			To identify a wide range of causes. To explain how a cause contributed to an event or development.	
	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<u>Significance</u>				
<p>Key Concepts How and why historians ascribe significance to events, trends and individuals</p> <p>Historical silence: why things haven't been considered significant.</p> <p>Factors which can lead to historical significance</p>	<p>I know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali etc)</p> <p>Significance events and people lead to change.</p>	<p>Pupils move beyond personal experience and transfer their understanding of significance to a historical person or event.</p> <p>I know the name of a significant individual and explain why they are famous.</p> <p>I can use simple criteria for significance e.g. remarkable or unusual.</p> <p>Significance is something that we must discuss and decide for ourselves.</p>	<p>I know some important events, places and people.</p> <p>To explore reasons why others have thought something/someone is significant and see whether they agree.</p> <p>To explore how these people/ events led to changes at the time and over time.</p>	<p>I know, make links & draw comparisons between some important events, places and people.</p> <p>To explore the idea that statements about historical significance are interpretations - that significance is something we decide, is sometime contested, and is not a fixed property of an event or person in the past.</p> <p>To work with criteria to make their own judgments about significance or to suggest historically meaningful criteria of their own.</p>
	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Historical evidence</u>				
<p>Key Concepts Understanding how and why different accounts of the past are constructed</p>	<p>To think about 'How do we know?' when finding out about the past.</p>	<p>I know what an eye-witness account is.</p> <p>Historical events are different from stories and storytelling.</p>	<p>I can look at and consider different accounts of history.</p> <p>I know what is fact or opinion.</p>	<p>I know that some evidence is propaganda, misinformation or opinion.</p> <p>I can give reasons why.</p>

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<p>Understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.</p>	<p>I can use photographs to talk about my family's past</p> <p>I know that photographs tell stories about our past</p>	<p>I can use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.</p> <p>Explore different historical sources and use these 'clues' as evidence to support cautious claims we can make about the past.</p>	<p>I can look at different versions of the same event, identify differences and talk about reasons why.</p> <p>I can use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.)</p> <p>I can ask and answer questions to find out about the past.</p> <p>I know what is a primary/secondary source and give examples.</p> <p>I know we have to use sources to construct our own understanding.</p> <p>I can make decisions about whether to use different sources as evidence for a particular purpose.</p> <p>To know we cannot rush to make a judgement based on limited evidence and that any claims we do make should be cautious particularly those based on evidence.</p>	<p>I can evaluate evidence to choose the most reliable.</p> <p>I can recognise some sources may be more reliable than others and reasons for bias</p> <p>I can use sources to formulate a question and investigate the answers independently</p> <p>I know that the usefulness or reliability of a source is something that changes depending upon the enquiry question asked.</p>
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