

Progression of skills in History

Substantive knowledge	Disciplinary Knowledge
<p>This is the knowledge children should take away from the unit – key facts, events, people knowledge of a period in time, chronology</p>	<p>These are the skill children will learn and consolidate over time in History lessons. They are skills that enable the children to analyse arguments and interpretations of past events in order to make their own judgements. The knowledge is broken down into four sub-headings.</p> <p style="text-align: center; color: red;">Timeline skills / Chronological understanding / Use of evidence / Interpretation and significance skills</p>

EYFS	<p style="color: purple;">Begin to make sense of their own life-story and their family history</p> <p>Knowledge: know things were different when their grandparents were children.</p>	<p style="color: purple;">Comment and compare images of familiar situations in the past</p> <p>Knowledge: know that items have changed by comparing old photographs and modern day to day items.</p>	<p style="color: purple;">Compare and contrast characters from the past through stories</p> <p>Knowledge: know many stories were set in the past. Recognise things need changing and this takes courage. Make links to how people have improved our world today.</p>
<p>Historical Disciplinary knowledge:</p> <p style="color: red;">Know how to set out own life on a time line.</p> <p style="color: blue;">Start to recognise their lives are different to those of people living in the past.</p> <p style="color: green;">Ask questions and make comments based on images within a book that may be set in the past</p> <p style="color: magenta;">Recognise that the past is different from today.</p>			
Year 1	<p style="color: purple; text-align: center;">Why do we have castles?</p> <p>Knowledge: know what a castle is, how they protected people, why castles still survive, name features of a castle and why they feature in stories.</p>	<p style="color: purple; text-align: center;">Who were and are the famous people of Nottingham and the UK?</p> <p>Knowledge: know what famous means, know about famous people and the impact they have had today or in the past.</p>	<p style="color: purple; text-align: center;">What was my grandparents' childhood like?</p> <p>Knowledge: know differences with grandparents' toys, school, shopping, food and birthday experiences and compare to their own.</p>
<p>Historical Disciplinary knowledge:</p> <p style="color: red;">Begin to understand timelines over 10 and then 50 years ago.</p> <p style="color: blue;">Recognise objects we have today would have been different in the past – eg telephone. Describe memories and changes within their own lives.</p> <p style="color: green;">Begin to understand some evidence related to the past is more reliable than others. Handle and compare artefacts asking questions.</p> <p style="color: magenta;">Recognise how an invention from the past can link to something we use today. Share opinions as to why something has happened in the past and why they know.</p>			

<p>Year 2</p>	<p>Who are Britain's significant monarchs?</p> <p>Knowledge: recognise the importance of famous monarchs over time (Henry VIII, Elizabeth I, recognise the importance of Queen Victoria and this period in History, recognise the length of Queen Elizabeth II reign, discover information about Charles III.</p>	<p>What lessons have we learned from the Great Fire of London?</p> <p>Knowledge: know why the fire burnt for so long, recognise changes in fire-fighting equipment over time, how we know the fire actually happened, problems created by fires and how people learnt and improved London after the fire.</p>	<p>Who are the famous black people that have contributed to improving our world?</p> <p>Knowledge: know famous influential figures and how they have improved our lives today, know when they lived, describe a famous event and recognise how people have made a sacrifice to improve the lives of others.</p>
<p>Historical Disciplinary knowledge:</p> <p>Know a timeline can help them understand a time period or sequence of events.</p> <p>Order events and artefacts from the past. Use vocabulary such as old, new, earliest, latest, past, present, future, modern.</p> <p>Begin to understand the difference between word of mouth and how this may not accurately reflect events from the past. Begin to identify reliable sources.</p> <p>Identify similarities and differences between life at different times. Reflect on significant events of the past</p>			
<p>Year 3</p>	<p>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <p>Knowledge: know the importance of the invention of the wheel, the discovery of iron ore, know differences between the stone, bronze and iron age, know the role of hunter gatherers and the significance of iron age forts.</p>	<p>Why was Ancient Egypt's civilisation ahead of its time?</p> <p>Knowledge: know what role an archaeologist plays and how they have helped us understand life in Ancient Egypt, name and recognise Ancient Egyptian gods and how they influenced daily life, know the importance of pharaohs and the role of slaves in daily life.</p>	<p>How have our homes changed over time?</p> <p>Knowledge: know how food preparation has changed over time, look at kitchen artefacts and identify how they have changed, describe how technology has changed in our homes over the last century, focus on one aspect and investigate changes and describe how outdoor areas have adapted over time.</p>
<p>Historical Disciplinary knowledge:</p> <p>Use a timeline to identify different centuries. Use a timeline to show how Britain has changed over the years.</p> <p>Place artefacts in chronological order. Use dates accurately - BC, AD.</p> <p>Recognise some historical knowledge is based on a limited amount of information. Use pictures, photos and artefacts to learn about the past. Start to recognise and name sources of information.</p> <p>Recognise how discoveries and inventions made changes to people's lives. Compare and contrast two versions of an events. Start to distinguish between fact and fiction.</p>			

<p>Year 4</p>	<p>What did the Ancient Greeks bring to the world?</p> <p>Knowledge: Know the Ancient Greeks were more advanced than Ancient Britons, what influences we benefit from today, understand the role of gods on everyday life, understand philosophy and democracy influences on the modern world, recognise differences between Athenians and Spartans.</p>	<p>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p>Knowledge: know why the Romans came to Britain, how the Romans changed daily life, know why there was resistance to the Romans, discuss and investigate the important changes Romans brought to Britain, know why the Romans left.</p>	<p>How has crime and punishment changed over time?</p> <p>Knowledge: know who first brought law and order to Britain, know which laws the Anglo Saxons introduced and are still in use today, describe how Tudors kept law and order, know how and when the police force was created, discuss which punishments were cruel and barbaric.</p>
<p>Historical Disciplinary knowledge:</p> <p>Use a timeline accurately to show different events. Sequence a number of events/ historical figures on a timeline.</p> <p>Recognise some significant events in the past caused a major change to British way of life. Use vocabulary such as century and decade.</p> <p>Recognise the impact of historical bias. Know historical recounts can be exaggerated.</p> <p>Compare different versions of the same event and identify differences. Know the impact of a past action on our lives today.</p>			
<p>Year 5</p>	<p>Who were the Maya and what have we learned from them?</p> <p>Knowledge: know what has happening in Britain whilst the Mayans were powerful, recognise the differences between Egyptian and Mayan pyramids, understand the sacrificial process and how this was influential on culture, understand how pok-ta-pok could be linked to football, understand why the Mayan civilisation died out.</p>	<p>Why should gunpowder, treason and plot never be forgotten?</p> <p>Knowledge: know the events of the gunpowder plot, understand how Henry VIII changed religion in England, understand events of voyage and discovery during Elizabeth I's reign, identify the roundheads and cavaliers, recap on why the Great Fire of London may have been such a positive experience and impact on London.</p>	<p>Why did the great plague happen and what was its impact on British people?</p> <p>Knowledge: know when and why the great plague happened, know how people tried to treat and prevent the disease, identify similarities and differences between the plague and Covid 19, know how the plague ended and its impact on a small community.</p>
<p>Historical Disciplinary knowledge:</p> <p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day. Order an increasing number of significant events using dates on a timeline accurately.</p> <p>Demonstrate a secure knowledge of chronological order and the difference between local, national and global history. Describe the main changes to an aspect of History.</p> <p>Recognise an understanding of propaganda and censorship. Know the difference between primary and secondary sources and the reliability of both.</p> <p>Consider the different ways of checking the accuracy of interpretations of the past. Realise that there is often not a single answer to a historical question.</p>			

<p>Year 6</p>	<p>When and why did we create the British empire?</p> <p>Knowledge: know what is meant by the British Empire, the importance of voyages in discovery in making Britain great, know how far the empire reached, how Britain impacted on the world, know why we no longer have a British Empire.</p>	<p>What was the impact of the two wars on Britain?</p> <p>Knowledge: know how people's lives started to change after WWI, use evidence to find out why WWII happened, research the impact of Churchills speech on the country, use local evidence to identify the impact of war on day to day life, learn about the issues people faced after the war ended.</p>	<p>What has been the impact been the impact of immigration on Britain over the past 100 years?</p> <p>Knowledge: why have people found Britain an attractive place to live, why have immigrants faced prejudice, what it meant by the Windrush generation, examining large Asian communities and their locality and how have individuals from immigrant families impacted on our daily lives.</p>
<p>Historical Disciplinary knowledge:</p> <p>Use timelines to show changes and developments in culture, technology, religion and society. Know dates from the past and order correctly on a timeline. Demonstrate clear chronological order and understand Britain's past and impact of the wider world. Describe changes in a historical period using vocabulary such as social, religious, political and cultural.</p> <p>Recognise the importance of bias and politics when considering the events of the past. Use evidence to justify reasons and explanations. Understand and interpret events of the past and link to factual evidence.</p> <p>Appreciate that people in the past represent events to persuade others. Form and explain own opinions about events using historical sources.</p>			