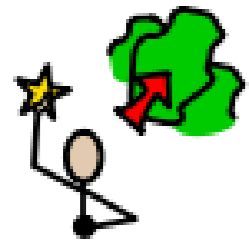




London Colney Primary and Nursery School – History Progression Document

This Progression Document has been devised using the National Curriculum for Primary History. Within this progression document, the learning is indicated by the substantive knowledge (the what) that each year group will learn and the disciplinary knowledge (the how), showing the progression of this knowledge and historical skills from EYFS through to Year 6.

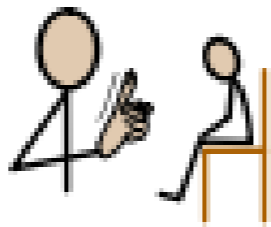
Within and across the learning that takes place in History, pupils are taught about and enabled to develop and use substantive concepts. Substantive concepts are abstract ideas and themes that may be seen across the history curriculum within our school. We have identified 7 key substantive concepts in our history curriculum which can be seen below. As part of our curriculum planning, you will see where these concepts are being taught and addressed (please see curriculum road map):



Invading
and
Conquering



Empires and
Monarchies



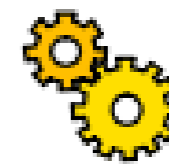
Crime and
Punishment



Cultures
and Rituals



Explorations



Advancements



People who
Shape the
World



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Substantive Knowledge							
Chronological Knowledge	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Knowledge		Changes in Living Memory – Toys	Significant Person – Rosa Parks	Local History – Our Local Area Then and Now	The Shang Dynasty	The Ancient Greeks	World War 2
		Local History – London Colney Then and Now	The Great Fire of London	Stone Age to Iron Age	The Romans	Early Islamic Civilisation	The Victorians
		Significant Person – Neil Armstrong	Significant Person – Amelia Earhart	Ancient Egyptians	The Maya	Anglo-Saxons and The Scots	
Key Vocabulary Linked to Substantive Knowledge		Old New Worn Faded Plastic Wooden Electronic Victorian Puppet Past	Segregation Arrested Unfair Boycott Bravery Activism Refuse Civil rights Supreme court Activist	High Street Current Chronological Past Decade Millennium London Colney AD Similar Continuity	Civilisation Culture Spear Military Bronze Workers Jade Carvers Craftspeople Oracle Bones Ji Chariot	Empire Ancient Merchant Mythology Myths City states Trade Civilisation Citadel Acropolis	Axis Blitz Evacuation Anderson shelter Billeting officer Rationing Propaganda Allies Holocaust Gas mask
		After Before Differences During New Old Now Past Present Older	London Burning Smoke Samuel Pepys Cart Monument Axe Baker Escape River Thames	Archaeologist Artefact Site Hunter-gatherer Agriculture Roundhouse Settlement Chronological Smelting Evolution	Army Emperor Empire Settlement Invasion Conquer Legions Mosaic Amphitheatre BC/AD	Islam Caliph Dynasty Scholar Calligraphy Vegetal Geometric Silk road Civilisation Mosque	
		Neil Armstrong Michael Collins Buzz Aldrin Apollo 11 Lunar Module Earth Moon Space Gravity Space Buggy	Flight Aviator Freedom License Solo Altitude Navigator Cockpit Capacity Mystery	Egypt The Nile Papyrus Hieroglyphics Pharaoh Deity Pyramid Tomb Mummification Tutankhamun	Culture Farming Temple Plaza Warrior Ruins Scribe Civilisation Trading Ball Game	Saxons Invasion Village Plough Tanner Cure Pagan Omen Colonise Black smith	
		Artefact Interpret Event Achieve Past Present Consequence	Primary Secondary Source Decision Significant	Limited Enquiry Advancements Developments Periods Evidence Locally	Valid Accurate Inaccurate Independent Verified Nationally	Viewpoint Bias Impact Influence Globally	Effectiveness Reference Justify Opinion



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Disciplinary Knowledge							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the Past	Identifying that things from the past might be different from today – technology, cars, houses etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Neil Armstrong and the first moon landing. Identifying that there are some themes that link history together – locality, transport etc.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Rosa Parks and her fight against racism / Amelia Earhart being the first female pilot to fly solo. Identifying that the past is remembered or 'constructed' in different ways across the world Identifying that the past can be commemorated each year at specific times	Building a coherent knowledge of the Stone, Bronze, Iron Age and Ancient Egyptians by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs And by drawing comparisons to KS1 topics such as Local History Then and Now.	Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs Building a coherent knowledge of the earliest civilisations (Shang Dynasty and The Maya), their chronological place in history and their impact on future civilisations <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Building a coherent knowledge of British history - Anglo-Saxons and The Scots by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history	Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of: <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment,
Sequencing the Past	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/20thC etc.	Identifying and comparing people from different periods of time – Neil Armstrong, Rosa Parks and Amelia Earhart. Identifying how periods of time can impact on individuals and events Demonstrate a basic understanding of why certain events happened at certain times with some reasoning e.g. Gut Fawkes attempt to destroy the Houses of Parliament due to beliefs.	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Developing an understanding of concurrence of civilisations around the world during these times Placing previously learnt periods into context and identifying their impact	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into chronological context – in-depth Egyptians Placing Ancient Romans and Roman Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Anglo-Saxon and The Scots into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Continued development of	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Victorian Britain into chronological context and it's legacy and impact today Continued development of concurrent civilisations around the world and



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						concurrent civilisations around the world and their impact on later civilisations	their impact on later civilisations
Continuity and Change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – Neil Armstrong and his journey to the moon. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences – Rosa Parks and her stand against racism. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the similarities and differences between the Ancient Egyptians and the Stone Age and Iron Age. <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the similarities and differences between the Shang Dynasty and the Maya: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuity and change throughout Anglo-Saxon and The Scots from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	Identifying the continuity and change from Victorian Britain to the modern day through comparison of: <ul style="list-style-type: none"> • housing, • society, • education • entertainment
Cause and Effect	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'	Identifying that certain events and individuals have had major consequences in history Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)	Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying that one event can have multiple effects – invasions of Britain by AS and S	Identifying why Victorian inventors created so many inventions that are still around today Identifying the effect of Victorian inventions on today's world as either positive or negative
Significance and Interpretation	Understanding that some events and people from history are	Identifying why certain people/events are	Identifying why certain people/events are	Identifying why advancements in the Stone, Bronze and Iron	Use Boudicca primary sources to understand that that is one	Using Battle of Thermopylae primary sources to solidify	Identifying the significance of Victorian



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	important because they have achieved something or had an effect	significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally Begin to understand what makes someone or something significant -	significant in the wider context of history Identifying that certain individuals and events have had an impact locally, nationally and internationally	Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?	possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'	achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?
Carrying out an historical enquiry							
	Starting to ask simple questions about people or events from within living memory		Making semi-independent decisions and using evidence provided to justify	Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	Independently identifying important achievements from the Victorians – Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate



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<p>Using Sources as evidence</p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p>	<p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
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