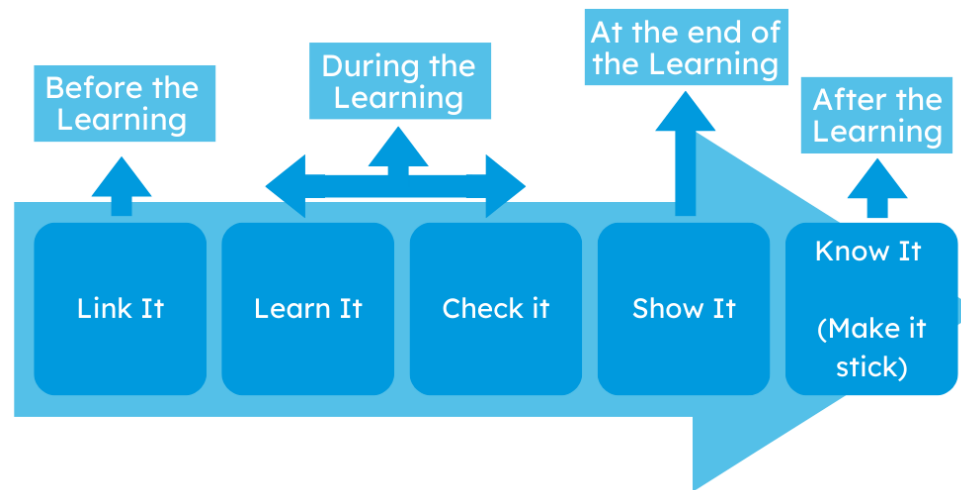


History Progression



Breakdown of taught units and key knowledge and skills

- The following pages provide you with an overview of the substantive and disciplinary knowledge that children will learn as part of the Learning Challenge Curriculum
- The learning sequence is written so that children continuously build on their prior knowledge and previous learning, using the principles of 'Link It, Learn It, Check It, Show It, Know It', which runs through the heart of the Learning Challenge Curriculum.



- The units of learning assume one unit of history is covered each term. However, it is appreciated that most schools may cover two history units each year. It is important, however, to build in some retrieval time during periods when history is not being taught directly. In this way, there is no half-term without any history learning happening.
- The learning sequence of substantive knowledge is set out for each unit separately, as the key knowledge from each unit determines it. The disciplinary knowledge has been set out under broader headings of timelines, chronology, evidence base, significance and interpretation. However, there will be some natural carryover across these four main headings.

History Progression



Substantive knowledge

Historical Knowledge and Skills

Substantive Knowledge

Year 1

What lessons have we learned from the Great Fire of London?

- Know why the fire burned for many days.
- Know how fire-fighting equipment has changed over the years.
- Know why we know the fire happened.
- Know why different types of fire create problems even today.
- Know what people learnt from the fire and how it improved London.

Why do we have castles?

- Know what a castle is.
- Know how castles were needed to protect people.
- Know why there is probably a castle close to you.
- Know about the features of a castle.
- Know why many stories mention castles.

Historical Knowledge and Skills

Substantive Knowledge

Year 2 – Additional Units

How has Send School changed over time?

- Know that our school has changed over time.
- Know what our school was like when it was first established in the Victorian era.
- Know what our school was like during WW2 and the Evacuees
- Know what our school was like in the 2000's (2 separate sites)
- Examine a range of school artefacts (e.g pens) and recognise how they have changed over time.
- Recognise how technology has changed our school life over the last century.
- Select an aspect (e.g school discipline) and consider how these have changed.

Who are the famous people that have made an impact on the world?

- Know about a person who did something in the past that has impacted our lives today.
- Know when and where the famous person lived.
- Know the difference between being well known and being internationally famous.
- Know about a famous event from the past that we still talk about today.
- Know about someone who sacrificed their life to make things better for others.

Who are Britain's significant monarchs?

- Know who Henry VIII was.
- Know why we remember Elizabeth I.
- Know the importance of Queen Victoria and why the Victorian era is significant to the history of the North of England.
- Know that our longest reigning monarch, Elizabeth II, died only recently.
- Find out as much as possible about our monarch, King Charles III.

Historical Knowledge and Skills

Substantive Knowledge

Year 3

How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	How did our homes change between the beginning of the Stone Age and the end of the Roman occupation?	Why was Ancient Egypt's civilisation ahead of its time?
<ul style="list-style-type: none">• Know the significance of the invention of the wheel.• Know the significance of the discovery of iron ore.• Know some key differences between the Stone, Bronze and Iron ages.• Know about the significance of the creation of Iron Age forts.• Know what is meant by hunter-gatherers.	<ul style="list-style-type: none">• Know about the nomadic way of life of early Britons.• Know the significance of the discoveries at Skara Brae.• Know how hill forts protected Iron Age people.• Know how the Romans changed the way we lived.• Know how the Romans were able to shape the way we live today.	<ul style="list-style-type: none">• Know what was happening in Britain when the Ancient Egyptians were at their most powerful.• Understand how archaeologists have helped us know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shang Dynasty many years ago.• Know how the Ancient Egyptians were influenced by the Gods.• Know how the powerful Egyptians created a culture of slavery.

Historical Knowledge and Skills

Substantive Knowledge

Year 4

How did Britain change between the end of the Iron Age and the end of the Roman occupation?

- Know why the Romans came to Britain.
- Know how the Romans changed the landscape in Britain.
- Know why there was some resistance to the Roman occupation.
- Consider the most significant changes the Romans brought to Britain.
- Know why the Romans left Britain.

Why did the Great Plague happen and what was its impact on British people?

- Know when and why the Great Plague took hold.
- Know how people tried to treat it and prevent it.
- Know about the similarities and differences between the Great Plague and COVID-19.
- Know how the Great Plague ended.
- Know about its impact on a small community.

What did the Ancient Greeks bring to the world?

- Know why the Ancient Greeks were more advanced than Ancient Britons.
- Know what the Ancient Greeks introduced that we benefit from today.
- Know how the Ancient Greeks were influenced by their Gods.
- Know how important philosophy and democracy were in helping the Greeks to be remembered today.
- Know the main characteristics of the Spartans and the Athenians.

Historical Knowledge and Skills

Substantive Knowledge

Year 5

How did Britain change between the end of the Roman occupation and 1066?

- Know why the Romans left Britain.
- Know who the Anglo-Saxons were and how they divided up Britain.
- Know who the Vikings were and how they battled with the Anglo-Saxons.
- Know how many words we use today originate from the Anglo-Saxons or the Vikings.
- Know how the Vikings and Anglo-Saxons improved Britain.

Who were the Maya and what have we learned from them?

- Know what was happening in Britain when the Maya were at their most powerful.
- Know how different the Mayan and Egyptian pyramids were.
- Know how the Mayan belief in Gods created a culture of sacrifice.
- Understand how the pok-ta-pok Mayan game could be described as the earliest football match.
- Understand why the Mayan civilisation died out.

What impact did the Industrial Revolution have on our local area?

- Know what is meant by the Industrial Revolution
- Know how the Industrial Revolution impacted Surrey (Growth of Guildford, Brookwood cemetery)
- Know that the Industrial Revolution needed canals to move the large quantities of heavy goods that had been produced.
- Know that the Wey Navigation, was the largest and the first commercially viable waterway in England
- Know how the Wey Navigation made the transport of gunpowder from Chilworth safer.

Historical Knowledge and Skills

Substantive Knowledge

Year 6

What are the main events that happened in Britain between 1066 and the present day?	What has been the impact of immigration over the past 100 years?	What was the impact of the two world wars on Britain?
<ul style="list-style-type: none">• Know that Send was well established by the latter part of the Anglo-Saxon period. It was referred to as 'Sendan' by 960 and was a thriving community when recorded in the Domesday Survey of 1086 following the Norman Conquest.• Know how Henry VIII changed Christian worship in this country.• Know why Elizabeth I's reign was a time of exploration and discovery.• Know who the 'Roundheads' and the 'Cavaliers' were.• Know about the importance of the Victorian era.• Know why the COVID-19 pandemic is a significant part of our history.	<ul style="list-style-type: none">• Know why many people thought Britain an attractive place to come and live.• Know about the prejudice many immigrants faced when they arrived in Britain.• Know what is meant by the 'Windrush generation'.• Know why there are large Asian communities in the North-West of England.• Know about the impact many individuals from immigrant families have on our lives today.	<ul style="list-style-type: none">• Know how the lives of ordinary people started to change after WW1.• Make use of evidence to find out why WW2 happened.• Know the impact of Chamberlain's speech on the country.• Make use of local evidence to find out about the impact of the wars on local people's lives.• Know about the issues people faced after WW2 ended.

History Progression



Disciplinary knowledge

HISTORY – DISCIPLINARY KNOWLEDGE:

EYFS and Key Stage 1

YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Reception	<ul style="list-style-type: none"> Know how to set out own life on a simple timeline 	<ul style="list-style-type: none"> To begin to appreciate that their life is different to the lives of people in the past To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Ask questions or make remarks about illustrations in a book they are reading, which may be set in the past 	<ul style="list-style-type: none"> Recognise that the past is different to today
Year 1	<ul style="list-style-type: none"> Begin to appreciate what a timeline is by looking at a timeline over the past 10 years Know how to set out information on a timeline up to 50 years ago 	<ul style="list-style-type: none"> Recognise that familiar objects we have today would have been different in the past, e.g. telephone Describe memories and changes that have happened in their own lives 	<ul style="list-style-type: none"> Begin to understand that some evidence sources related to what happened in the past are more reliable than others Observe and handle artefacts and ask simple questions about the past 	<ul style="list-style-type: none"> Understand that an invention from the past can lead to something we use today, e.g. television Offer an opinion as to why something may have happened in the past and why they know
Year 2	<ul style="list-style-type: none"> Know that a timeline can be used to help them understand the period they are studying, e.g. the Great Fire of London 	<ul style="list-style-type: none"> Order a few events and different artefacts from the recent past Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after 	<ul style="list-style-type: none"> Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past Recognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth 	<ul style="list-style-type: none"> Point out a few similarities and differences between ways of life at different times Begin to reflect on the significance of what has been learnt from the past

HISTORY – DISCIPLINARY KNOWLEDGE:

Lower Key Stage 2

YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Year 3	<ul style="list-style-type: none"> Start using a timeline that identifies different centuries Use the timeline to show how Britain has changed over the years 	<ul style="list-style-type: none"> Put artefacts or information in chronological order from a long time ago Use appropriate dates and chronological conventions, e.g. BC, BCE and AD 	<ul style="list-style-type: none"> Know that much of what is presented as historical fact is based on limited information Observe and use pictures, photographs and artefacts to find out about the past Understand that different types of evidence and sources can be used to help us find out about what happened in the past 	<ul style="list-style-type: none"> Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron ore Start to compare two versions of a past event Start to use stories or accounts to distinguish between fact and fiction
Year 4	<ul style="list-style-type: none"> Accurately set out different events on a timeline Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 	<ul style="list-style-type: none"> Appreciate that some significant events in the past caused major changes to the British landscape, e.g., Roman occupation Use words and phrases: century, decade 	<ul style="list-style-type: none"> Recognise the impact that bias has on records of historical events Know that historical recounts are prone to exaggeration 	<ul style="list-style-type: none"> Look at more than one version of the same event or story in history and identify differences Know about the impact of a past action on our lives today

HISTORY – DISCIPLINARY KNOWLEDGE:

Upper Key Stage 2

YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Year 5	<ul style="list-style-type: none"> • 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, movements and dates on a timeline using dates accurately 	<ul style="list-style-type: none"> • Show a chronologically secure knowledge and understanding of local, national and global history • Know and describe in some detail the main changes to an aspect in a period of history being studied 	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and censorship • Know the difference between primary and secondary sources of evidence and the impact of this on reliability 	<ul style="list-style-type: none"> • Consider different ways of checking the accuracy of interpretations of the past • Realise that there is often not a single answer to historical questions
Year 6	<ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in culture, technology, religion and society • Know the date of any significant event studied from the past and place it correctly on a timeline 	<ul style="list-style-type: none"> • Demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world • Describe the main changes in a period in history using words such as social, religious, political, technological and cultural 	<ul style="list-style-type: none"> • Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding about the past 	<ul style="list-style-type: none"> • Appreciate that people in the past presented events or ideas in a way that may have been to persuade others • Form their own opinions about historical events from a range of sources