



Trevisker Primary School History Progression

EYFS

EYFS HISTORY

<p>Three and four-year-olds</p>	<p>Understanding the World</p>		<p>Begin to make sense of their own life-story and family's history.</p>
<p>Reception</p>	<p>Understanding the World</p>		<p>Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</p>
<p>ELG</p>	<p>Understanding the World</p>	<p>Past and Present</p>	<ul style="list-style-type: none"> • Talk about the lives of 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.



Trevisker Primary School History Progression

YEAR 1

Class	Autumn	Spring	Summer
YEAR 1	On the Farm	Down in the Jungle	Castles
Enquiry	<i>What is life on a farm like and how has it changed?</i>	<i>How have rainforests changed over time and who has helped to protect them?</i>	<i>Who lived in castles and what was it like to live there?</i>
Historical Enquiry			
Interpretations	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Investigations	Children will: start to compare two versions of past events; start to understand that there can be different versions of the same event from the past; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.		
Chronological Understanding	Pupils will ask and answer questions, using other sources to show that they know and understand key features of events. Children will: observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; sort some objects/artefacts into new and old then and now.		
Knowledge understanding events and people in past	Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children will: sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods;		



**Presenting,
organising,
communicating**

**Substantive
concepts and
historical
vocabulary**

describe memories and changes that have happened in their own lives;
use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Pupils will choose and use parts of stories and other sources to show that they know and understand key features of events.

Children will:

know and recount episodes from stories and significant events in history;

understand that there are reasons why people in the past acted as they did;

describe significant individuals from the past.

Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Children will:

talk, write and draw about things from the past;

use historical vocabulary to retell simple stories about the past.

Pupils will use a wide vocabulary of everyday historical terms.

Pupils will gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children will:

start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;

talk and write about things from the past using some historical vocabulary.

Disciplinary Concepts

Continuity and change.

Begin to identify old and new things across periods of time through pictures, photographs and objects;

Begin to understand that some things change and some things stay nearly the same.

Cause and consequence.

Understand that a cause makes something happen and that historical events have causes;

Explain that historical events are caused by things that occurred before them;

understand that a consequence is something that happens as a result of something else.

Similarity and difference.

Pupils will identify similarities and differences between ways of life in different periods.

Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;

Identify that some things within living memory are similar and some things are different;

Recognise some similarities and differences between the past and the present.

Historical significance.

Explain reasons why someone might be significant;

Talk about why a person was important;

Talk about why the event was important and what happened.



Substantive Knowledge

Farming produces the most jobs in the entire world.

Tractors used to be powered by steam but now some are powered by electricity.

There are many different types of farms including dairy, wool, poultry, vegetables.

Wheat, barley and oats are the most commonly grown crop.

Food and clothing used to be made by hand where as now machinery is used to help us.

David Livingstone was a Scottish born explorer and doctor. He found a huge waterfall that he named Victoria Falls.

David Attenborough is a modern explorer that has spent his life trying to protect rainforests.

People from Europe first arrived in Americas around 500 years ago.

Lots of people living within Amazon tribes dies of flu and small pox.

The Tupi tribe were one of the largest tribes in Brazil but many were captured and used as slaves.

William I came from France. He killed King Harold in 1066 and took over England, becoming known as 'William the Conqueror'.

Queen Victoria was queen for almost 64 years. This time was called the Victorian period. Cars and trains were invented during this time.

Henry had a total of six wives. He divorced two and beheaded two!

Queen Elizabeth II was the longest reigning monarch. She reigned for 70 years.

Richard III is often remembered for being a cruel and unkind king. Some people think he killed his nephews to become king.

Elizabeth I was the daughter of Henry VIII. She never married, although she said she was married to her country.



Trevisker Primary School History Progression

YEAR 2

Class	Autumn	Spring	Summer
YEAR 2	Enchanted Forest	Ice and Fire	Our Blue Planet
Enquiry	<i>How have local changes in living memory shaped changes in national life?</i>	<i>What caused The Great Fire of London?</i>	<i>How and why has our knowledge of the ocean developed over time?</i>
Historical Enquiry			
Interpretations Investigations Chronological Understanding Knowledge understanding events and people in past	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children will:</p> <ul style="list-style-type: none"> start to compare two versions of past events; start to understand that there can be different versions of the same event from the past; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Pupils will ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children will:</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; sort some objects/artefacts into new and old and then and now. <p>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children will:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; 		



<p>Presenting, organising, communicating</p> <p>Substantive concepts and historical vocabulary</p>	<p>sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Pupils will choose and use parts of stories and other sources to show that they know and understand key features of events. Children will: know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Children will: talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past. Pupils will use a wide vocabulary of everyday historical terms. Pupils will gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Children will: start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; talk and write about things from the past using some historical vocabulary.</p>
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Disciplinary Concepts

<p><u>Continuity and change.</u> Begin to identify old and new things across periods of time through pictures, photographs and objects; Begin to understand that some things change and some things stay nearly the same.</p> <p><u>Cause and consequence.</u> Understand that a cause makes something happen and that historical events have causes; Explain that historical events are caused by things that occurred before them; understand that a consequence is something that happens as a result of something else.</p> <p><u>Similarity and difference.</u> Pupils will identify similarities and differences between ways of life in different periods. Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; Identify that some things within living memory are similar and some things are different; Recognise some similarities and differences between the past and the present.</p> <p><u>Historical significance.</u> Explain reasons why someone might be significant; Talk about why a person was important;</p>
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Talk about why the event was important and what happened.

Substantive Knowledge

The Eden project was designed by Tim Smitt and opened in 2001.
Sir Robert Hunter founded the National Trust.
New transport networks were built because of the large number of people coming to Cornwall because of the Eden Project.
Charlestown was originally built to export copper and import coal and then used for the export of China Clay.
HMS Anson was a Royal Navy ship that was wrecked on The Lizard in 1807.

The Great Fire of London happened in 1666.
The fire started in a bakery on Pudding Lane.
Buildings were close together and often created using wood meaning they were flammable and fires spread quickly.
After the fire, buildings were rebuilt further apart and made with stone.
Sir Christopher Wren created a new design for St Paul's Cathedral which was then rebuilt.

Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.

Matthew Henson was one of the first explorers to reach the North Pole.

Felicity Aston is the first woman to ski across Antarctica on her own.

In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.

Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.



Trevisker Primary School History Progression

YEAR 3

Class	Autumn	Spring	Summer
YEAR 3	Ancient Egypt	Stone Age to Iron Age	The Victorians
Enquiry	<i>What did the Egyptians achieve and how did this civilisation develop over time?</i>	<i>How did people of the stone age through to iron age help to shape modern Britain?</i>	<i>How did significant Victorians contribute to local and national achievements?</i>
Historical Enquiry			
Interpretations Investigations Chronological Understanding Knowledge understanding events and people in past	<p>Pupils will understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children will:</p> <ul style="list-style-type: none"> look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. begin to understand some of the ways in which historians and others investigate the past. <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children will:</p> <ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children will:</p>		



<p>Presenting, organising, communicating</p> <p>Substantive concepts and historical vocabulary</p>	<p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Pupils will note connections, contrasts and trends over time.</p> <p>Children will:</p> <ul style="list-style-type: none">find out about the everyday lives of people in time studied compared with our life today;explain how people and events in the past have influenced life today;identify key features, aspects and events of the time studied;describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children will:</p> <ul style="list-style-type: none">present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);start to present ideas based on their own research about a studied period. <p>Pupils will develop the appropriate use of historical terms.</p> <p>Pupils will gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will:</p> <ul style="list-style-type: none">build on prior knowledge to start to gain further understanding of substantive concepts;understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
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Disciplinary Concepts

Continuity and change.

Children will:

- identify key things that stayed the same between periods;
- identify key things that changed between periods;
- start to explain the impact of some changes that have happened throughout different periods of time;
- identify that there are reasons for continuities and changes across periods of time and explain some of these;
- start to understand that there are times in history when change happens suddenly.

Cause and consequence.

Children will:

- understand that a cause is something directly linked to an event and not just something that happened before it;
- start to understand that there are short and long-term causes of events;
- comment on the importance of the different causes for some key events;



explain a series of directly related events that happened in the lead up to a historical event;
 begin to understand that historical events create changes that have consequences;
 understand that a consequence is something that happens as a direct result of something else;
 understand that historical events have consequences that sometimes last long after the event is over.

Similarity and difference.

Children will:

identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;
 identify and give some examples of how life was similar in the past.

Historical significance.

Children will:

begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;
 understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
 identify historically significant people and events from a period of history and give some detail about what they did or what happened.

Substantive Knowledge

Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.

Life revolved around the Nile, which supported farming, craft and was used for trade.

The ancient Egyptians built the pyramids.

When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.

The ancient Egyptians wrote in hieroglyphics on papyrus.

The ancient Egyptians worshipped gods who were responsible for different aspects of life.

In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.

The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.

People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.

In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.

Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.

The British Empire came about because Britain's influence in the world was growing through trade and some Britons were setting up colonies in different parts of the world. Other European powers were also building empires.

In the Americas, enslaved people worked in difficult conditions to grow crops that were exported to other parts of the world.

In Australia, the British set up penal colonies, which they sent criminals to as punishment. Indigenous people called aborigines were treated unfairly.

In India, there were many goods that could be traded across the world. Britain created The British Raj to govern the country and people were often treated unfairly.

In Africa, there were many European powers that wanted access to precious metals found there. These powers divided the continent between them. This is known as the 'Scramble for Africa'.



During the Iron Age, people began to make tools and weapons from iron.

Hillforts developed during the Iron Age. Communities lived on hills for protection.

The indigenous people were not considered in these negotiations.

The British Empire started to decline as colonies gained independence. The Commonwealth of Nations was set up and continues to this day.



Trevisker Primary School History Progression

YEAR 4

Class	Autumn	Spring	Summer
YEAR 4	The Romans	World War Two	Cornwall
Enquiry	<i>How did the Roman Empire impact Britain?</i>	<i>1939-1945 – How was this a significant turning point in British history?</i>	<i>How and why has our county developed over time?</i>
Historical Enquiry			
Interpretations Investigations Chronological Understanding Knowledge understanding events and people in past	<p>Pupils will understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children will:</p> <ul style="list-style-type: none"> look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. begin to understand some of the ways in which historians and others investigate the past. <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children will:</p> <ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children will:</p>		



<p>Presenting, organising, communicating</p> <p>Substantive concepts and historical vocabulary</p>	<p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Pupils will note connections, contrasts and trends over time.</p> <p>Children will:</p> <p>find out about the everyday lives of people in time studied compared with our life today;</p> <p>explain how people and events in the past have influenced life today;</p> <p>identify key features, aspects and events of the time studied;</p> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children will:</p> <p>present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>start to present ideas based on their own research about a studied period.</p> <p>Pupils will develop the appropriate use of historical terms.</p> <p>Pupils will gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will:</p> <p>build on prior knowledge to start to gain further understanding of substantive concepts;</p> <p>understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
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Disciplinary Concepts

Continuity and change.

Children will:

- identify key things that stayed the same between periods;
- identify key things that changed between periods;
- start to explain the impact of some changes that have happened throughout different periods of time;
- identify that there are reasons for continuities and changes across periods of time and explain some of these;
- start to understand that there are times in history when change happens suddenly.

Cause and consequence.

Children will:

- understand that a cause is something directly linked to an event and not just something that happened before it;
- start to understand that there are short and long-term causes of events;
- comment on the importance of the different causes for some key events;
- explain a series of directly related events that happened in the lead up to a historical event;



begin to understand that historical events create changes that have consequences;
 understand that a consequence is something that happens as a direct result of something else;
 understand that historical events have consequences that sometimes last long after the event is over.

Similarity and difference.

Children will:

identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;
 identify and give some examples of how life was similar in the past.

Historical significance.

Children will:

begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;
 understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
 identify historically significant people and events from a period of history and give some detail about what they did or what happened.

Substantive Knowledge

The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.

They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.

In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.

The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.

In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.

The Romans' legacy can be seen in

The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.

At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.

Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.

Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.

Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces

Cornwall is an historic county and ceremonial county in South West England. It is recognised as one of the Celtic nations, and is the homeland of the Cornish people.

Recent discoveries of Roman remains in Cornwall indicate a greater Roman presence there than once thought. After the collapse of the Roman Empire, Cornwall was a part of the Brittonic kingdom of Dumnonia ruled by chieftains of the Cornovii who may have included figures regarded as semi-historical or legendary, such as King Mark of Cornwall and King Arthur,

King Athelstan in 936 AD set the boundary between the English and Cornish at the high water mark of the eastern bank of the River Tamar.

Tin mining was important in the Cornish economy from the High Middle Ages, and expanded greatly in the 19th century when rich copper mines were also in production.

In the mid-19th century, tin and copper mines entered a period of decline and china clay extraction became more important.

Fishing and agriculture were the other important sectors of the economy, but railways led to a growth



	<p>many places around Britain today.</p>	<p>too. The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</p>	<p>of tourism in the 20th century after the decline of the mining and fishing industries.</p>
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Trevisker Primary School History Progression

YEAR 5

Class	Autumn	Spring	Summer
YEAR 5	Earth and Space	Ancient Greece	Coasts
Enquiry	<i>How have national and international achievements and politics shaped space travel?</i>	<i>How did the ancient Greek civilisation influence the western world?</i>	<i>How why and where did Anglo-Saxons and Scots build their settlements in Britain?</i>
Historical Enquiry			
Interpretations Investigations Chronological Understanding Knowledge understanding events and people in past	<p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children will:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past. <p>Pupils will address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children will:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>		



<p>Presenting, organising, communicating</p> <p>Substantive concepts and historical vocabulary</p>	<p>Children will: order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Pupils will note connections, contrasts and trends over time.</p> <p>Children will: identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children will: present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; plan and present a self-directed project or research about the studied period. Pupils will develop the appropriate use of historical terms.</p> <p>Pupils will gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Children will: continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
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Disciplinary Concepts

<p><u>Continuity and change.</u> Children will: identify why some changes between different periods of time have had more significant consequences than others; explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; start to categorise some types of changes into political, economic social and technological; understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history; understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><u>Cause and consequence.</u> Children will: examine in more detail the short and long-term causes of an event being studied; understand that some causes may be more significant than others and that some causes are less significant; begin to understand that historians may not agree on the main causes of an event; understand that one event can have multiple consequences that impact on many countries and civilisations;</p>
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understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;
address and devise historical questions about cause and consequence.

Similarity and difference.

Children will:

explain and give varied examples of how life was similar and different in the past;
explain and give examples to show that things may have been different from place to place at the same time;
start to give reasons for these similarities and differences.

Historical significance.

Children will:

explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;
understand that what we consider to be significant can change throughout different periods;
start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;
identify a range of historically significant people and events from different periods of history and explain why they were significant;
identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

Substantive Knowledge

In 1942 the V2 was the first rocket to reach 100km from the Earth's surface. It was designed by a German engineer called Wernher Von Braun.

On the 4th October 1957, Russia launched Sputnik, the first satellite into space. 'Sputnik' means 'satellite' in Russian.

Russian and American scientists were in a competition to send a spacecraft to the moon. Russia succeeded first.

1961 Russian cosmonaut Yuri Gagarin became the first man in space. His spacecraft, Vostok 1, completed one orbit of the earth in 2 hours.

Russian cosmonaut Valentina Tershkova is the first woman in space and a crater on the far side of the moon is named after her!

1969 On the 20th July, Neil Armstrong and Buzz Aldrin set foot on the moon. Their spaceship, Apollo 11 flew them 250,000

Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.

Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.

Many objects produced in Ancient Greece were made by enslaved people.

The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.

Ancient Athens is where democracy began.

The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.

The Ancient Greeks worshipped

The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.

Anglo-Saxon influence can be seen in place names in Britain today.

Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.

The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.

At the end of this period, Christianity became the main religion in Britain.

Many places of worship were built, including Canterbury Cathedral.



	<p>miles and the first words said on the moon were 'the Eagle has landed'. 1988 The ISS is launched into space. 2015/ 2016 Tim Peake becomes first British astronaut to board the ISS. 2021 Blue Origin's New Shepard spacecraft launches for a suborbital flight along with four passengers.</p>	<p>many gods and goddesses. Festivals and ceremonies were held to please them. There are lots of myths that originate from this time, including the Trojan War.</p>	
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Trevisker Primary School History Progression

YEAR 6

Class	Autumn	Spring	Summer
YEAR 6	Mayan Civilisation	Vikings	France
Enquiry	<i>How does the Mayan civilisation compare and contrast with British history?</i>	<i>How and why were Vikings invasions met with resistance from the Kingdom of England?</i>	<i>How have relationships between France and Britain changed over time and how do our cultures compare?</i>
Historical Enquiry			
Interpretations Investigations Chronological Understanding Knowledge understanding events and people in past	<p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children will:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past. <p>Pupils will address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children will:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>		



**Presenting,
organising,
communicating**

**Substantive
concepts and
historical
vocabulary**

Children will:

order an increasing number of significant events, movements and dates on a timeline using dates accurately;

accurately use dates and terms to describe historical events;

understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Pupils will note connections, contrasts and trends over time.

Children will:

identify and note connections, contrasts and trends over time in the everyday lives of people;

use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;

describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children will:

present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

plan and present a self-directed project or research about the studied period.

Pupils will develop the appropriate use of historical terms.

Pupils will gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children will:

continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;

start to recognise that some concepts, such as technology, will be different across different periods of history;

continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Disciplinary Concepts

Continuity and change.

Children will:

identify why some changes between different periods of time have had more significant consequences than others;

explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;

start to categorise some types of changes into political, economic social and technological;

understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;

understand and describe in some detail the main changes to an aspect of a period in history.

Cause and consequence.

Children will:

examine in more detail the short and long-term causes of an event being studied;

understand that some causes may be more significant than others and that some causes are less significant;

begin to understand that historians may not agree on the main causes of an event;

understand that one event can have multiple consequences that impact on many countries and civilisations;



understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;
address and devise historical questions about cause and consequence.

Similarity and difference.

Children will:

explain and give varied examples of how life was similar and different in the past;
explain and give examples to show that things may have been different from place to place at the same time;
start to give reasons for these similarities and differences.

Historical significance.

Children will:

explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;
understand that what we consider to be significant can change throughout different periods;
start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;
identify a range of historically significant people and events from different periods of history and explain why they were significant;
identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

Substantive Knowledge

The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.

The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.

The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.

The Maya built cities, pyramids and ornate sculptures in the rainforest.

The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans

The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.

The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.

King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.

Anglo-Saxon kings made continuous attempts to regain land from the Vikings.

Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.

In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.

France is a large country in western Europe and is known for its proud history and rich culture. People lived in what is now France more than 100,000 years ago. The Gauls, a Celtic people, migrated to the area about 1200 BCE.

In 1066 the French duke of Normandy conquered England. Because of that connection to France, English kings later claimed parts of France for themselves. This led to many battles between the two countries.

The Hundred Years' War, which began in 1337. France was close to defeat when a peasant girl named Joan of Arc led the French army to victory.

France fell into the hands of General Napoleon Bonaparte in 1799.

He named himself emperor of France in 1804. Napoleon set out to conquer Europe. He was finally defeated in 1815.



were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.

The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.