



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



# History

At Barnett Wood Infant School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By teaching the subject discretely, we develop children with essential knowledge and skills in order to help them to become historians. Children have opportunities to develop a sense of curiosity about the past, reflecting on how and why people interpret the past in different ways.

## Early Years Foundation Curriculum

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include:

**All About Me:** children begin to make sense of their own life-story and family history by looking at photos and sharing family stories.

**Festivals and Celebrations:** learning about significant people and events such as birthdays and Bonfire Night.

The stories and language used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

### Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### 'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.



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### Early Learning Goals:

Past and Present - Children at the expected level of development will:

- Talk about the lives of the 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

## National Curriculum Programme of Study for Key Stage 1

By the end of KS1:

- Pupils should 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 and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



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### Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history.

It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean.

### Disciplinary Knowledge and Historical Enquiry

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. It includes all the skills that children will need to develop over time in their history lessons, skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as The Victorians) - through application to substantive knowledge.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause and consequence - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation and understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed



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### Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such as simplified knowledge organisers, vocabulary banks, additional visual stimuli or adult support.



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# History

|                              | EYFS                                                                                                                                                                                                                                                                                                                                                                                              | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Substantive Knowledge</b> |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Autumn Term</b>           | <b>'All About Me' &amp; 'Let's Celebrate/ Back in Time'</b> <ul style="list-style-type: none"><li>To know about my own life story</li><li>To know how I have changed</li><li>To know about figures from the past (Mary Anning)</li><li>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</li></ul> | <b>'Significant Explorers'</b><br>(Substantive Concepts: Power, Exploration & Settlement, Legacy, Culture) <ul style="list-style-type: none"><li>To know that Christopher Columbus was a significant explorer and name some of the countries he explored.</li><li>To know that Matthew Henson was one of the first explorers to reach the North Pole.</li><li>To know that Felicity Aston is the first woman to ski across Antarctica on her own.</li><li>To know that in 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</li><li>To know that significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</li></ul> |
|                              | <b>Key Vocabulary:</b><br>Story, change, past, present, now, then, Mary Anning, person, people, Christmas, experience                                                                                                                                                                                                                                                                             | <b>Key Vocabulary:</b><br>Significant explorers: Christopher Columbus, Matthew Henson, Felicity Aston, Neil Armstrong<br>Important, significant, famous, person, people, explorer, exploration, voyage, expedition, historic, achievement, remember, memorial, commemorated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Spring Term</b>           | <b>'Amazing Animals' &amp; 'On the Move'</b> <ul style="list-style-type: none"><li>To talk about the lives of the people around us.</li></ul>                                                                                                                                                                                                                                                     | <b>'The Victorians'</b><br>(Substantive Concepts: Power, Civilization, Belief Systems, Legacy, Culture)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | <ul style="list-style-type: none"><li>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Emergency services, old and new transport)</li><li>To know about the past through settings, characters and events encountered in books read in class and story-telling. (Extinct animals)</li></ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>To know when the Victorian period was and to place the Victorian period in relation to other periods.</li><li>To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II.</li><li>To know what everyday life was like for Victorian children.</li><li>To know that Ashted Station was built in the Victorian times.</li><li>To know that the Great exhibition was a significant event.</li></ul>                                                          |
|             | <b>Key Vocabulary:</b><br>Old, new, similar, different, names of different transport (e.g. fire engine), names of parts of specific transport (e.g. wheel, ignition, battery), extinct, setting, character                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Key Vocabulary:</b><br>Queen Victoria, Prince Albert, Victorian, timeline, chronological order, past, present, modern, compare, school, toys, holidays, seaside, The Great Exhibition, Crystal Palace, significant place, Ashted, railway station                                                                                                                                                                                                                                                                                                    |
| Summer Term | <b>‘Fun at the Seaside’ &amp; ‘Our Wonderful World’</b> <ul style="list-style-type: none"><li>To know about some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside, holidays old and new)</li><li>Talk about the lives of the people around them and their roles in society.</li><li>To know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> | <b>‘Kings and Queens’</b><br><b>(Substantive Concepts: The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict)</b> <ul style="list-style-type: none"><li>To know why William I was known as William the Conqueror.</li><li>To know that Henry VIII had six wives.</li><li>To know that Queen Elizabeth II was the longest reigning monarch.</li><li>To know that Richard III was known for being a cruel and unkind king.</li><li>To know that Elizabeth 1<sup>st</sup> was the daughter of Henry VIII.</li></ul> |
|             | <b>Key Vocabulary:</b><br>Seaside, holiday, old, new, past, present, similar, different, change<br>Seaside features including: cliff, shore, beach hut, seagull, rock pool, lifeguard, pier, waves                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Key Vocabulary:</b><br>monarch, king, queen, family tree, generation, Parliament, succession, crown, power, Tudor, Elizabethan, Victorian                                                                                                                                                                                                                                                                                                                                                                                                            |



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|                              | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Substantive Knowledge</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Autumn Term</b>           | <p><b>‘Significant Explorers’</b><br/>(Substantive Concepts: Power, Exploration &amp; Settlement, Legacy, Culture)</p> <ul style="list-style-type: none"><li>To know that Christopher Columbus was a significant explorer and name some of the countries he explored.</li><li>To know that Matthew Henson was one of the first explorers to reach the North Pole.</li><li>To know that Felicity Aston is the first woman to ski across Antarctica on her own.</li><li>To know that in 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</li><li>To know that significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</li></ul> | <p><b>‘Nurturing Nurses’</b><br/>(Substantive Concepts: Commemoration, Discrimination (including racism and sexism), Travel, War)</p> <ul style="list-style-type: none"><li>To know that Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856).</li><li>To know that The Nightingale Training School for Nurses was opened in 1860.</li><li>To know that Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</li><li>To know that Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army.</li></ul> |
|                              | <p><b>Key Vocabulary:</b><br/>Significant explorers: Christopher Columbus, Matthew Henson, Felicity Aston, Neil Armstrong<br/>Important, significant, famous, person, people, explorer, exploration, voyage, expedition, historic, achievement, remember, memorial, commemorated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Key Vocabulary:</b><br/>Florence Nightingale, Mary Seacole, Edith Cavell<br/>Significant, important, famous, person, people, reason, nurse, cared, nursed, supplies, hospital, Crimea, Crimean War, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Spring Term</b>           | <p><b>‘The Victorians’</b><br/>(Substantive Concepts: Power, Civilization, Belief Systems, Legacy, Culture)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>‘The Great Fire of London’</b><br/>(Substantive Concepts: Building, City, Commemoration, Ruler (King), Technology)</p> <ul style="list-style-type: none"><li>To know that The Great Fire of London happened in 1666.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | <ul style="list-style-type: none"><li>To know when the Victorian period was and to place the Victorian period in relation to other periods.</li><li>To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II.</li><li>To know what everyday life was like for Victorian children.</li><li>To know that Ashted Station was built in the Victorian times.</li><li>To know that the Great exhibition was a significant event.</li></ul>                                                          | <ul style="list-style-type: none"><li>To know that the fire started in a bakery on Pudding Lane.</li><li>To know that buildings were close together and often made of wood, meaning that the fire spread quickly.</li><li>To know that for many years after the fire, buildings were rebuilt further apart and made with stone.</li><li>To know that Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</li></ul>                                                                                                                                                                                                                                                                                   |
|             | <b>Key Vocabulary:</b><br>Queen Victoria, Prince Albert, Victorian, timeline, chronological order, past, present, modern, compare, school, toys, holidays, seaside, The Great Exhibition, Crystal Palace, significant place, Ashted, railway station                                                                                                                                                                                                                                                                                                    | <b>Key Vocabulary:</b><br>Century, year, past, present, change, modern, capital city, England, London, river Thames, event, timeline, source, reliable, information, eyewitness, diary, Samuel Pepys, Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, before, during, after.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Summer Term | <b>'Kings and Queens'</b><br><b>(Substantive Concepts: The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict)</b> <ul style="list-style-type: none"><li>To know why William I was known as William the Conqueror.</li><li>To know that Henry VIII had six wives.</li><li>To know that Queen Elizabeth II was the longest reigning monarch.</li><li>To know that Richard III was known for being a cruel and unkind king.</li><li>To know that Elizabeth 1<sup>st</sup> was the daughter of Henry VIII.</li></ul> | <b>'History of Ashted and Epsom'</b> <ul style="list-style-type: none"><li>To know that there are significant places in my community.</li><li>To know that places such as Barnett Wood Infant School, St George's Church, The War Memorial, Emily Davison statue, local houses are significant places in my community.</li><li>To know that Emily Davison was a suffragette.</li><li>To know what the significant places were like in the past.</li><li>To know how these places were different in the past.</li><li>To know how these places were similar in the past.</li><li>To know that there are different ways to learn about the past.</li><li>To know that that changes can happen gradually and that they are on-going.</li></ul> |
|             | <b>Key Vocabulary:</b><br>monarch, king, queen, family tree, generation, Parliament, succession, crown, power, Tudor, Elizabethan, Victorian                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Key Vocabulary:</b><br>Barnett Wood Infant School, Ashted, past, present, modern, locality, chronological, old, new, first-hand account, source, timeline, community, suffragette                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |





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|                                             | EYFS                                                                                                                                                                                                                                                                                                | Year 1                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary Knowledge (Historical Enquiry) |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Historical Interpretations                  | <ul style="list-style-type: none"><li>- Find out about, and understand, the past through settings, characters and events encountered in books read in class and storytelling.</li><li>- To look at more than two versions of the same event or story in history and identify differences.</li></ul> | <ul style="list-style-type: none"><li>- Observe and use pictures, photographs and artefacts to find out about the past</li></ul>                                                            | <ul style="list-style-type: none"><li>- Observe and use pictures, photographs and artefacts to find out about the past</li><li>- Start to compare two versions of past events</li><li>- Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</li></ul> | <ul style="list-style-type: none"><li>- Look at two versions of the same event or story in history and identify differences;</li><li>- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li><li>- Begin to understand some of the ways in which historians and others investigate the past.</li></ul>                                                                                                                                                                 |
| Historical Investigations                   | <ul style="list-style-type: none"><li>- Find out about things that have happened in their lives by asking questions and looking at pictures.</li><li>- Find out about similarities and differences between the things in the past and now.</li></ul>                                                | <ul style="list-style-type: none"><li>- Observe or handle evidence to ask simple questions about the past</li><li>- Sort some objects/artefacts into new and old and then and now</li></ul> | <ul style="list-style-type: none"><li>- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li><li>- Sort some objects/artefacts into new and old and then and now.</li><li>- Use evidence to explain the key features of events</li></ul>                                       | <ul style="list-style-type: none"><li>- Use a range of primary and secondary sources to find out about the past;</li><li>- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li><li>- Gather more detail from sources such as maps to build up a clearer picture of the past;</li><li>- Regularly address and sometimes devise own questions to find answers about the past;</li><li>- Begin to undertake their own research.</li></ul> |



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| <b>Chronological Understanding</b>                                  | <ul style="list-style-type: none"><li>- Describe memories and changes that have happened in their own lives</li><li>- use language relating to time.</li><li>- organise events using basic chronology, recognising things happened before they were born.</li></ul> | <ul style="list-style-type: none"><li>- Describe memories and changes that have happened in their own lives</li><li>- 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</li><li>- Sequence artefacts and events that are close together in time</li></ul> | <ul style="list-style-type: none"><li>- 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</li><li>- Sequence artefacts and events that are close together in time</li><li>- Sequence pictures from different periods</li></ul> | <ul style="list-style-type: none"><li>- 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;</li><li>- Understand that a timeline can be divided into bc (before christ) and ad (anno domini)</li></ul>                                                 |
| <b>Knowledge and Understanding of Events and People in the Past</b> | <ul style="list-style-type: none"><li>- Find out about the lives of people around me and in society.</li></ul>                                                                                                                                                      | <ul style="list-style-type: none"><li>- Know and recount episodes from stories and significant events in history</li><li>- Understand that there are reasons why people in the past acted as they did</li><li>- Describe significant individuals from the past</li></ul>                                                                                                           | <ul style="list-style-type: none"><li>- Know and recount episodes from stories and significant events in history</li><li>- Understand that there are reasons why people in the past acted as they did</li><li>- Describe significant individuals from the past</li></ul>                                                                                | <ul style="list-style-type: none"><li>- 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;</li><li>- Identify key features, aspects and events of the time studied;</li><li>- Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li></ul> |
| <b>Presenting, Organising and Communicating</b>                     | <ul style="list-style-type: none"><li>- Sort artefacts from the past.</li></ul>                                                                                                                                                                                     | <ul style="list-style-type: none"><li>- Talk, write and draw about things from the past</li><li>- Use historical vocabulary to retell simple stories about the past.</li></ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>- Talk, write and draw about things from the past</li><li>- Use historical vocabulary to retell and record simple stories about the past.</li></ul>                                                                                                                                                               | <ul style="list-style-type: none"><li>- 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);</li></ul>                                                                                                                                |



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# History

|                              | EYFS                                                                                                                                | Year 1                                                                                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary Concepts        |                                                                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Continuity and Change</b> | <ul style="list-style-type: none"><li>- Observe and describe things that have changed and stayed the same during my life.</li></ul> | <ul style="list-style-type: none"><li>- Begin to identify old and new things across periods of time through pictures, photographs and objects.</li><li>- Begin to understand that some things change and some things stay nearly the same.</li></ul>        | <ul style="list-style-type: none"><li>- Identify old and new things across periods of time through pictures, photographs and objects.</li><li>- Understand that some things change and some things stay nearly the same.</li></ul>                                                                                                        | <ul style="list-style-type: none"><li>- Identify key things that stayed the same between periods.</li><li>- Identify key things that changed between periods.</li><li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li><li>- Start to explain the impact of some changes that have happened throughout different periods of time.</li></ul>                             |
| <b>Cause and Consequence</b> | <ul style="list-style-type: none"><li>- Say why things happen and give explanations.</li></ul>                                      | <ul style="list-style-type: none"><li>- Begin to understand that a cause makes something happen and that historical events have causes.</li><li>- Begin to understand that a consequence is something that happens as a result of something else.</li></ul> | <ul style="list-style-type: none"><li>- Understand that a cause makes something happen and that historical events have causes.</li><li>- Understand that a consequence is something that happens as a direct result of something else.</li><li>- Explain that historical events are caused by things that occurred before them.</li></ul> | <ul style="list-style-type: none"><li>- Understand that a cause is something directly linked to an event and not just something that happened before it.</li><li>- Begin to understand that historical events create changes that have consequences.</li><li>- Explain a series of directly related events that happened in the lead up to a historical event.</li><li>- Understand that historical events have consequences that</li></ul> |



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|                                     |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | sometimes last long after the event is over.                                                                                                                                                                                                                                                                                                                    |
| <b>Similarities and Differences</b> | <ul style="list-style-type: none"><li>- Identify and describe similarities and differences between myself and others.</li><li>- Compare and contrast characters from stories including figures and objects from the past.</li></ul> | <ul style="list-style-type: none"><li>- 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.</li><li>- Identify that some things within living memory are similar and some things are different.</li><li>- Recognise some similarities and differences between the past and the present.</li></ul> | <ul style="list-style-type: none"><li>- Understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female</li><li>- Identify that some things within living memory are similar and some things are different.</li><li>- Recognise some similarities and differences between the past and the present.</li><li>- Identify some similarities and differences between ways of life in different periods.</li></ul> | <ul style="list-style-type: none"><li>- 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.</li><li>- Identify and give some examples of how life was similar in the past.</li></ul>                                               |
| <b>Historical Significance</b>      | <ul style="list-style-type: none"><li>- Recognise and describe special times or events for me, my friends or family.</li></ul>                                                                                                      | <ul style="list-style-type: none"><li>- Explain reasons why someone might be significant.</li><li>- Talk about why the event was important and what happened.</li></ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>- Explain reasons why someone might be significant.</li><li>- Talk about why the event or person was important and what changed/happened.</li></ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li><li>- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li></ul> |