



# History Curriculum Progression Map



## **History Curriculum Intent**

Our history curriculum aims to deliver high quality teaching and learning to help children learn about significant people and events from a range of cultures and backgrounds, that have occurred in Britain, our local area and the wider world. We aim to deliver engaging and high quality history experiences that develop children's curiosity, passion and understanding about events and people from the past and how they have influenced our lives today.

## **History Curriculum Implementation**

At South Borough, our history curriculum is planned using the National Curriculum aims and requirements. We teach weekly history lessons during three terms per year.

Curriculum plans build upon the foundations laid down in the EYFS. In Reception the curriculum focuses on changes over time linked to seasons, the history of celebrations and pupils' own history, linked to Understanding the World. The KS1/2 curriculum has been sequenced to enable pupils to explore a range of topics, gaining in-depth knowledge and understanding of local and global history. This is organised and shared in the long-term overview. Topic knowledge organisers are used for teachers to ensure the coverage of key facts, events and people. Teachers will use this to support their sequence of learning when planning.

History lessons at South Borough afford children with opportunities to enquire, research and collaborate whilst developing a knowledge of events that have happened in the past. Lessons have been designed to include three strands across all year groups: Chronological Understanding, Knowledge and Understanding of Key Individuals / Events and Historical Enquiry Skills. Opportunities within lessons are given for children to review prior learning; explore what they might already know about a period of history and engage in purposeful, meaningful and fun learning experiences that expand their knowledge and lead to long term knowledge retention. The development of chronological knowledge and understanding is supported by visual timelines in all classrooms.

The children are provided with meaningful enrichment opportunities that include but are not limited to experiences, trips and visitors. We will use our local and wider community to help understand the history of our local areas. We will make use of our local museums to have workshops and experiences. Practical hands-on learning will allow our children to feel empowered about their learning with learning being recorded in a variety of ways. Learning in history is further enhanced and reinforced through additional activities in a range of areas, including (but not exclusive to) Black History Month and the history of art.

History is assessed against the skills and knowledge anchor points identified for each unit. During lessons, assessment is continuous with teachers providing live feedback and assessing recorded work in Humanities Books. End of unit assessments also take place in history to give a clear picture of pupil's knowledge and progress.

## NATIONAL CURRICULUM PROGRAMMES OF STUDY AND EYFS FRAMEWORK

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
<p><u>Development Matters 3-4 Years</u> 1. Begin to make sense of their own life-story and family's history.</p> <p><u>Development Matters 4-5 Years</u> 1. Comment on images of familiar situations in the past. 2. Compare and contrast characters from stories, including figures from the past. 3.</p> <p><u>ELG: Understanding the World (Past &amp; present)</u> 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.</p>	<b>Knowledge &amp; understanding of British History</b>	<ul style="list-style-type: none"> <li>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>			
	<b>Local History</b>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>A local history study</li> </ul>			
	<b>Knowledge &amp; understanding of Wider World History</b>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
	<b>History Skills and Concepts</b>	<ul style="list-style-type: none"> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people and events into a chronological framework</li> <li>Identify similarities and differences between periods</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Understand some ways we find out about the past</li> <li>Identify different ways in which past is represented</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

## HISTORY LONG TERM PLAN

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Significant events, people and places in the locality <b>Kings, Queens and Castles</b>	Beyond Living Memory <b>The Great Fire of London</b>	Wider World History <b>Ancient Egypt</b>	British History <b>Stone Age</b>	Local History Study <b>Anglo Saxons &amp; Scots</b>	Themes in British History <b>World War 1</b>
	Beyond Living Memory <b>Guy Fawkes and the Gunpowder Plot</b>	Significant events, people and places in the locality <b>Local History Study - Maidstone</b>	Wider World History <b>Ancient Greece</b>	British History <b>Bronze &amp; Iron Age</b>	British History <b>Vikings</b>	Themes in British History <b>World War 2</b>
	Lives of Significant People <b>Mary Anning</b>	Changes within living memory <b>Toys - then and now</b>	Wider World History <b>Shang Dynasty of China</b>	British History <b>Romans</b>	Wider World History <b>Early Islamic Civilisation</b>	Themes in British History <b>Crime &amp; Punishment</b>

## SUBSTANTIVE KNOWLEDGE

(Developing knowledge about the past)

### Topic Knowledge (developing pupils' understanding of historical events and key facts)

EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b> <ul style="list-style-type: none"> <li>Know who they are and who they live with.</li> <li>To be able to describe their home environment.</li> <li>To describe similarities and differences between people</li> <li>Know and talk about members of their immediate family and Community.</li> <li>To be able to name the days of the week and months of the year.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<b>Kings, Queens &amp; Castles</b> <ul style="list-style-type: none"> <li>Know what a monarch is.</li> <li>Know the current British monarchy (Royal family).</li> <li>Know the history of English Kings &amp; Queens.</li> <li>Know significant items of clothing worn by kings and queens.</li> <li>Know the features of castles and why they were built in such a way</li> <li>Know the importance of a local castle (eg: Leeds)</li> <li>Know details of a royal protocol, what happens in court and why.</li> <li>Know what happened at the King's coronation.</li> <li>Know how England came to have only one King /queen and why.</li> <li>Make a comparison between an English Monarchy and an African monarchy (Black History – Ancient Benin)</li> </ul> <p><b>Key Vocabulary</b> Monarch, royal, King, Queen, reign, throne, united, heir, Government, Ancient Benin, turret, fort, fortress, arrow slit, drawbridge, moat, trebuchet, justice, power, rule.</p>	<b>Great Fire of London</b> <ul style="list-style-type: none"> <li>Know when and where the Great Fire of London started.</li> <li>Know how the fire spread and why it spread so quickly.</li> <li>Know who Samuel Pepys is.</li> <li>Understand why Samuel Pepys wrote a diary and why it's important in history.</li> <li>Know how the fire stopped</li> <li>Know what happened after the great fire and how it changed the world we see now.</li> <li>Understand how London was different then to now</li> </ul> <p><b>Key Vocabulary</b> Fire, flammable, bakery, monument, diary, evidence, artefact, King Charles, bucket, River Thames, ignite, cause, justice, culture</p>	<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>Know the different Kingdoms of ancient Egypt.</li> <li>Know about the structure of ancient Egyptian society.</li> <li>Know the importance of the River Nile and farming.</li> <li>Know key features of travel and trade in ancient Egypt.</li> <li>Know the purpose of the pyramids of Egypt.</li> <li>Know about Egyptian Gods and Goddesses.</li> <li>Know that the ancient Egyptians believed in the afterlife.</li> <li>Know what life was like for a family in Ancient Egypt.</li> <li>Know how Ancient Egypt has influenced modern day life.</li> </ul> <p><b>Key Vocabulary</b> Egypt, Cairo, Desert, Nile, Papyrus, Pharaoh, pyramids, mummification, tomb, sarcophagus, excavate, archaeology, scribe, hieroglyphics, religion, Gods, Goddesses, transport, civilisation, power, rule, culture, religion</p>	<b>Stone Age</b> <ul style="list-style-type: none"> <li>Know when the prehistoric period started and finished.</li> <li>Know the features of the different prehistoric periods (Paleolithic, Mesolithic, Neolithic).</li> <li>Know how human beings evolved during the Stone Age.</li> <li>Know how people lived during the Stone Age.</li> <li>Know the features of a Stone Age dwelling (Skara Brae)</li> </ul> <p><b>Key Vocabulary</b> Neolithic, Palaeolithic, Mesolithic, weapons, spears, Skara Brae, house, weapon, cave painting, hunter, gatherer, evolution, settlement, civilisation</p>	<b>Anglo Saxons &amp; Scots</b> <ul style="list-style-type: none"> <li>Know where the Anglo-Saxons came from.</li> <li>Know how and why Anglo-Saxons invaded and settled in Britain.</li> <li>Know key Anglo-Saxon figures and explain their importance.</li> <li>Know what life was like for the Anglo-Saxons.</li> <li>Know the significance of Danelaw.</li> <li>Know key events from the Battle of Hastings.</li> <li>Know the order in which historical events happened.</li> </ul> <p><b>Key Vocabulary</b> Angles, Saxons, Jutes, tribes, Kingdom, Paganism, Christianity, Monk, Monastery, artefact, archaeologist, change, invasion, religion</p>	<b>World War 1</b> <ul style="list-style-type: none"> <li>Know when World War 1 started and ended.</li> <li>Know why World War 1 began.</li> <li>Know the main participating countries in World War 1.</li> <li>Know the key figures in World War 1 and explain their impact.</li> <li>Know what life was like on the Western Front.</li> <li>Know key events from World War 1 (e.g. Armistice, Treaty of Versailles)</li> </ul> <p><b>Key Vocabulary</b> Allied powers, alliance, enemy, conflict, conquest, military, peace, trade, liberate, propaganda, morale, censorship, Western Front, trench, warfare, Armistice, artillery, invasion, power and rule,</p>

<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● Understand the effect of changing seasons on the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>● Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate</li> <li>● To discuss different occupations of family members</li> <li>● To talk about a wider range of occupations</li> <li>● To describe similarities and differences between occupations</li> </ul>	<p><b>Guy Fawkes and the Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>● Know the story of the gunpowder plot and why it happened.</li> <li>● Know who Guy Fawkes is.</li> <li>● Know what growing up in the 16th century could have been like for Fawkes e.g. schooling.</li> <li>● Know Guy's involvement in the 80 years war and why.</li> <li>● Know the differences and similarities between key ideologies of Catholicism and Protestantism.</li> <li>● Know about what happens in the Houses of Parliament</li> <li>● Know what we do to celebrate bonfire night and why.</li> </ul> <p><u><b>Key Vocabulary</b></u> Gunpowder, Plot, Conspirator, Catholic Protestant, Bonfire Treason, Houses of Parliament, Eighty Years War, Cellar, justice, power, rule</p>	<p><b>Local History Study of Maidstone</b></p> <ul style="list-style-type: none"> <li>● Know how Maidstone has changed over time.</li> <li>● Know what the crest of Maidstone is like.</li> <li>● Know that Maidstone Zoo is an important part in Maidstone's history.</li> <li>● Compare Maidstone Zoo to Cobtree Manor</li> <li>● Know about the battle of Maidstone and understand why it is important to Maidstone's History.</li> <li>● How Maidstone's jobs have changed over time</li> <li>● Understand how Maidstone's buildings have changed over time.</li> </ul> <p><u><b>Key Vocabulary</b></u> Maidstone Zoo, houses, modern, past, artefact, similar, different, jobs, 20th Century, changed, battle, besiege, Royalists, Parliamentary, Penenden Heath, victory, soldiers trade, invasion</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>● Know when the ancient Greek was</li> <li>● Know that Ancient Greece was made up of city states.</li> <li>● Explore ancient Greek artefacts</li> <li>● Understand Greek Gods and Goddesses.</li> <li>● Explain what life was like for a family in Ancient Greece.</li> <li>● Know some similarities and differences between the ancient and modern day Olympics.</li> <li>● Discuss the influence of Ancient Greece.</li> </ul> <p><u><b>Key Vocabulary</b></u> Greece, AD/BC, City state (Polis), Athens/Sparta, democracy, Myths, Gods/Goddesses, worship, legacy, civilisation, religion</p>	<p><b>Bronze &amp; Iron Age</b></p> <ul style="list-style-type: none"> <li>● Know where bronze was discovered and how it spread.</li> <li>● Know how the discovery and trade of bronze impacted people's lives.</li> <li>● Explain features of the Bronze Age, including how people lived.</li> <li>● Know how the discovery of Iron impacted people's lives.</li> <li>● Know that the Celts travelled to Britain and the impact it had.</li> <li>● Know the features of the Iron Age, including how people lived and culture.</li> <li>● Know key similarities and differences between life in the Stone Age, Bronze Age, and Iron Age.</li> </ul> <p><u><b>Key Vocabulary</b></u> Bronze, round house, wattle, daub, tools, weapons, tunics, wealth, Ancient Egypt link, Celts, Middle East, hill fort, religion, culture, trade, jobs</p>	<p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>● Know where Vikings came from and why they came to Britain.</li> <li>● Know about the Viking invasions and settlements (Jorvik).</li> <li>● To know key figures in the Vikings.</li> <li>● Know key aspects of Viking life (homes, children, food, clothes).</li> <li>● Know the significance of Valhalla and Odin.</li> <li>● Know the significance of Danelaw and Wessex.</li> <li>● Draw comparisons between the Vikings and the Anglo Saxons.</li> </ul> <p><u><b>Key Vocabulary</b></u> Vikings, raid, monastery, pillage, Lindisfarne, Longship, Scandinavia, Jorvik, Danelaw, Wessex, Valhalla, Odin, bow, arrows, spears, invasion, civilisation.</p>	<p><b>World War 2</b></p> <ul style="list-style-type: none"> <li>● Know the countries involved in WW2</li> <li>● Know when World War 2 started and ended.</li> <li>● Know why World War 2 began.</li> <li>● Know the world leaders, allies and axis powers.</li> <li>● Know key events of World War 2.</li> <li>● Know that children were evacuated.</li> <li>● Know how propaganda was used in World War 2.</li> <li>● Know what the Holocaust was.</li> <li>● Know the significance on Bletchley Park (e.g. Enigma Machine, Ciphers, Alan Turing)</li> </ul> <p><u><b>Key Vocabulary</b></u> WW2, allies, axis, evacuation, evacuee, rationing, ration book, blitz, blitzkrieg, Nazi, blackout, Anderson shelter, air raid, propaganda, Morse code, D-day, Holocaust, concentration camp, migration, cause, invasion, power and rule, culture</p>
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● To know vocabulary past, present and future.</li> <li>● To know that living things do not stay the same over time.</li> </ul>	<p><b>Mary Anning</b></p> <ul style="list-style-type: none"> <li>● Know who Mary Anning was</li> <li>● Recall key events of the life of Mary Anning</li> <li>● Know different types of Dinosaurs</li> <li>● Know what a fossil is.</li> <li>● Know the type of dinosaur discovered in Maidstone - Iggy the Iguanodon (Local</li> </ul>	<p><b>Toys - then and now</b></p> <ul style="list-style-type: none"> <li>● Describe the characteristics of toys today.</li> <li>● Find out what toys were like at different times in the past.</li> <li>● Compare Victorian toys to toys today.</li> <li>● Identify toys that are old and toys that are new.</li> </ul>	<p><b>Shang Dynasty of China</b></p> <ul style="list-style-type: none"> <li>● Know who the Shang Dynasty were and when they existed.</li> <li>● Know details about the rise of the Shang.</li> <li>● Explore and understand oracle bones and writing.</li> <li>● Know about the religion and the afterlife of the Shang.</li> </ul>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>● Know how the Roman Empire began and spread.</li> <li>● Know important places in the Roman Empire.</li> <li>● Know what life was like in an Ancient Roman city and in the countryside.</li> <li>● Understand how the Roman Army operated.</li> <li>● Know how the Romans</li> </ul>	<p><b>Early Islamic Civilisation</b></p> <ul style="list-style-type: none"> <li>● Know the order in which historical events happened.</li> <li>● Know the structure of ancient Baghdad.</li> <li>● Know significant historical figures and know their importance.</li> <li>● Know how the city was founded</li> </ul>	<p><b>Crime &amp; Punishment</b></p> <ul style="list-style-type: none"> <li>● Know what crime and punishment was like in Roman Times.</li> <li>● Know what crime and punishment was like in Anglo-Saxons</li> <li>● Know what crime and punishment was like in Tudor times.</li> <li>● Know what crime and</li> </ul>

<ul style="list-style-type: none"> <li>● To know some life cycles (frogs, butterflies).</li> <li>● Recognise some environments that are different to the one in which they live.</li> <li>● To understand how the changing seasons affect us and how we can prepare for them. (Clothing, gardening, growing crops).</li> </ul>	<p>History)</p> <ul style="list-style-type: none"> <li>● Compare different dinosaurs (ichthyosaur and plesiosaur- Anning's findings)</li> </ul> <p><u>Key Vocabulary</u> Scientist, Palaeontologist, Palaeontology, Fossil, Dinosaur, Geology, Skeleton, Lyme Regis, Dorset, Iguanodon, Ichthyosaur, Plesiosaur, culture</p>	<ul style="list-style-type: none"> <li>● Compare the materials of toys.</li> </ul> <p><u>Key Vocabulary</u> toy, console, batteries, electronic, cog, lever, axis, factory, museum, entertainment, figurine, pulley, change, past, present, culture, trade</p>	<ul style="list-style-type: none"> <li>● Know the social structure of the Shang Dynasty.</li> <li>● Know details of daily life in Shang.</li> <li>● Know why the Shang Dynasty ended.</li> </ul> <p><u>Key Vocabulary</u> Shang, Yellow River Valley, Bronze, upper class, lower class, BC, archaeologist, hierarchy, jade, Oracle, Bones, human sacrifice, slaves, religion, civilisation, culture, trade</p>	<p>invaded Britain.</p> <ul style="list-style-type: none"> <li>● Know the British resistance to the Roman Invasion.</li> <li>● Know who Boudica was and why she was significant.</li> <li>● Know the importance of Roman Leaders and Emperors.</li> </ul> <p><u>Key Vocabulary</u> Empire, conquer, legion, Centurion, Emperor, cavalry, Boudica, rebellion, Hadrian, Celts, military, invasion, rule, culture</p>	<ul style="list-style-type: none"> <li>● Know what life was like living in Early Baghdad.</li> <li>● Know how some things in the past have affected and influenced life today.</li> <li>● Know the events of the Siege of Baghdad.</li> </ul> <p><u>Key Vocabulary</u> Islamic, Baghdad, Caliph, empire, Tigris, Silk Road, scholar, House of Wisdom, invention, discovery, civilisation, trade</p>	<p>punishment was like in Victorian times.</p> <ul style="list-style-type: none"> <li>● Know what crime and punishment was like in modern times.</li> <li>● Know similarities and differences between crime and punishment across the ages.</li> </ul> <p><u>Key Vocabulary</u> Crime, punishment, treason, victims, guilty, deterrent, execution, judge, jury, trial, retribution, stocks, conflict, sin ordeal, justice</p>
Chronological Knowledge (understanding broad characteristics and having an overview knowledge of historical periods)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Use everyday language related to time</li> <li>● Order and sequence familiar events</li> <li>● Describe main story settings, events and principal characters.</li> <li>● Talk about past and present events in their own lives and in lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>● Order events in time order by looking at pictures</li> <li>● Recognise the distinction between the past and present</li> <li>● Order and sequence familiar events in the order they happened</li> <li>● Use some everyday terms about the passing of time eg a long time ago, now, before</li> <li>● Identify some similarities and differences between ways of life at different times</li> <li>● Retell some events from beyond living memory which are significant nationally</li> </ul>	<ul style="list-style-type: none"> <li>● Place events on a simple timeline in the order that they happened</li> <li>● Recognise the distinction between the past and present</li> <li>● Compare when the events took place (those that I am studying to the relation of those studied before)</li> <li>● Use words and phrases to describe when things happened eg decade, century</li> <li>● Show an awareness of the past using common words and phrases relating to the passing of time e.g. past, present, long ago and very long ago, old, new, modern.</li> </ul>	<ul style="list-style-type: none"> <li>● Use some dates and historical terms (BC, AD, ancient) when ordering events</li> <li>● Be aware that the past can be divided into different periods of time</li> <li>● Explore trends and changes over time</li> <li>● Order the periods I am studying on a timeline and compare to events I already know about</li> <li>● Use a timeline to order events and significant people for the period of time I am studying</li> <li>● Describe the past using dates when things happened</li> </ul>	<ul style="list-style-type: none"> <li>● Use dates and historical terms when ordering events and objects</li> <li>● Identify where people and events fit into a chronological framework of what I have studied previously</li> <li>● Place different time periods that I have studied on a timeline, including those happening at the same time in different countries</li> <li>● Explore links and contrasts between and across different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>● Use dates and appropriate historical terms to sequence events and periods of time</li> <li>● Identify where people, places and periods of time fit into a chronological framework</li> <li>● Describe links and contrasts within and across different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>● Use dates and a wide range of historical terms when sequencing events and periods of time</li> <li>● Develop chronologically secure knowledge of the events and periods of time I have studied</li> <li>● Analyse links and contrasts within and across different periods of time</li> </ul>

## DISCIPLINARY KNOWLEDGE

*(how historians investigate the past and how they construct historical claims, arguments and accounts)*

**Disciplinary knowledge is categorised across 7 disciplinary concepts that are systematically developed throughout our history curriculum. These are:**

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - 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

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>● Be curious about people and show interest in stories</li> <li>● Answer 'how' and 'why' questions ... in response to stories or events.</li> <li>● Explain own knowledge and understanding, and asks appropriate questions.</li> <li>● Know that information can be retrieved from books and computers</li> <li>● Record, using marks they can interpret and explain.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions and produce answers to a few historical enquiries.</li> <li>● Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</li> <li>● Communicate ideas about the past in writing, drawing, drama and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>● Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.</li> <li>● Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</li> <li>● Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>● Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</li> <li>● Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts &amp; music.</li> <li>● Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>● Question why things happen and give explanations.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise why people did things, why events happened and what happened as a result, identifying basic causes &amp; effects.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and comment on the importance of causes and consequences of historical events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, give reasons for &amp; explain the significance of causes &amp; consequences of historical events/changes.</li> </ul>
<b>Change &amp; continuity</b>	<ul style="list-style-type: none"> <li>● Look closely at similarities, differences, patterns and change</li> </ul>	<ul style="list-style-type: none"> <li>● Identify similarities and differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>● Make valid statements about the main changes occurring within and across periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Make valid statements about the changes occurring within &amp; across periods, and compare the importance and nature of these changes.</li> </ul>



<b>Similarity &amp; difference</b>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</li> </ul>
<b>Historical significance</b>	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and talk about important aspects of a theme, period, society or person.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>Know that people will say and write different things about what has happened.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past exist, and explore possible reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past exist, explaining how &amp; why this is possible, appreciating that historical figures had points of view.</li> <li>Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</li> </ul>

## SUBSTANTIVE CONCEPTS

Important historical substantive concepts, organised via central themes, are encountered in a variety of contexts throughout the school. This is important because each concept can mean different things when applied to a particular example or time period. Our history curriculum provides regular opportunities to begin to layer this substantive conceptual understanding of the following concepts, organised via theme:

<b>Civilisation/culture</b>	<b>Invasion</b>	<b>Religion</b>	<b>Justice/Equality</b>	<b>Power and rule</b>	<b>Trade</b>
<ul style="list-style-type: none"> <li>Y1 Mary Anning</li> <li>Y2 Great Fire of London</li> <li>Y2 Toys - then and now</li> <li>Y3 Ancient Egypt</li> <li>Y3 Ancient Greece</li> <li>Y3 Shang Dynasty</li> <li>Y4 Stone, Bronze and Iron Age</li> <li>Y4 Romans</li> <li>Y5 Early Islamic Civilisation</li> <li>Y6 World War 2</li> </ul>	<ul style="list-style-type: none"> <li>Y2 Local History Study of Maidstone</li> <li>Y4 Romans</li> <li>Y5 Anglos, Saxons and Scots</li> <li>Y6 World War 1</li> <li>Y6 World War 2</li> </ul>	<ul style="list-style-type: none"> <li>Y3 Ancient Egypt</li> <li>Y3 Shang Dynasty</li> <li>Y4 Bronze and Iron Age</li> <li>Y5 Anglos, Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Y1 Kings, Queens &amp; Castles</li> <li>Y1 Guy Fawkes and the Gunpowder Plot</li> <li>Y2 Great Fire of London</li> <li>Y6 Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>Y1 Kings, Queens &amp; Castles</li> <li>Y1 Guy Fawkes and the Gunpowder Plot</li> <li>Y3 Ancient Egypt</li> <li>Y4 Romans</li> <li>Y6 World War 1</li> <li>Y6 World War 2</li> </ul>	<ul style="list-style-type: none"> <li>Y2 Local History Study of Maidstone</li> <li>Y2 Toys - then and now</li> <li>Y3 Shang Dynasty</li> <li>Y4 Bronze and Iron Age</li> <li>Y5 Early Islamic Civilisation</li> </ul>