

## History Progression Framework

This framework demonstrates the substantive and disciplinary knowledge (including vocabulary) covered throughout our history curriculum, and shows how this builds in complexity through the years. EYFS Historical knowledge, skills and vocabulary is captured in EYFS long term plan, and lays the foundations for this learning.

### KS1 – Year 1/2

#### Year A

	Autumn	Spring	Summer
Topic	<b>Changes in Living Memory</b>	<b>George Stephenson and the development of the Railways</b>	<b>Ibn Battuta and Exploration</b>
Dates	1920s-Present	1820s-Present	900AD
Substantive Knowledge	[Under development]	1. Who George Stephenson was and why he is famous 2. Why Stephenson's rocket was a significant advancement and the impact it had on future innovations 3. Why the Stockton to Darlington railway changed people's lives 4. The ways in which railway travel has changed over the last 150 years 5. The impact that Stephenson's innovations had nationally and internationally	1. I can explain what explorers do and name some historic explorers 2. I can place some explorers on a timeline and say where they travelled to 3. I can describe where Ibn Battuta travelled to 4. I can describe similarities and differences between life in different civilisations in 900AD 5. I can describe significant events in Ibn Battuta's life talking about different sources of information and explaining reasons for my choices.
Disciplinary Knowledge and Enquiry Questions	[Under development]	<b>EQ1: Significance:</b> 'Was George Stephenson all that significant?' Beginning to construct a historical argument and justifying an opinion using sources and own work. Children to write a short response to the statement. They can present this in any way that they choose, so long as they show a judgement and provide evidence for why they think that.	<b>EQ1: Similarity and Difference:</b> 'What did Ibn Battuta eat on his travels and how does it compare with food today?' Identify and begin to explain why there were differences in people's lifestyles; describe some of the foods Ibn Battuta ate and compare them with present foods  <b>EQ2: Historical Significance:</b> 'How important was Ibn Battuta's journey?' Sequence the achievements of different explorers on a time line; sequence the story of Ibn Battuta's life; describe significant events in Ibn Battuta's life
Vocabulary	In the past, first, after, now, then, before, yesterday, a fortnight ago, a year ago, one hundred years ago, similar, different, change, timeline	Significant, railway, travel, engine, steam, line, timeline, mine/miner, industry.	Curiosity, Islam/Islamic, Haj, Mecca, journey, landscape, terrain, Sultan, Pearl Fishery, Sahara, caravan, commemorate,

Year B

	Autumn	Spring	Summer
Topic	Local History Study – School Days	The History of Flight	The Great Fire of London
Dates	1920s-Present	700BC-Present, especially 1870s-Present	1666AD
Substantive Knowledge	1. The significant features of schools at three different points in history: now, during their parents' school days and their grandparents' school days 2. What a school would have looked like 100 years ago 3. What a typical school day would have looked like in the past 4. Wars affecting 20th Century Britain 5. How these wars affected everyday life	1. To know about the evolution of flight over time, and to name key differences and similarities. 2. To place different flying inventions on a timeline to show chronology of the history of flight. 3. To know the contributions of significant individuals to the history of flight. 4. To know about the Royal Air Force and its significance locally and nationally.	1. What Stuart London was like 2. The key events of the outbreak of the fire 3. How people reacted to the fire and how this changed as the fire developed 4. What London looked like after the fire 5. What King Charles did to make London better after the fire
Disciplinary Knowledge and Enquiry Questions	<p><b>EQ1: Similarity and Difference:</b> <i>'What are the similarities and differences between school today and school 100 years ago?'</i></p> <p>If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most? Are there some things that would not surprise them?</p> <p>Are there more similarities/differences or changes between two different times –e.g. between 100 years ago and grandparents or between parents and now? Label a timeline to demonstrate key differences between the three time periods</p>	<p><b>EQ1: Similarity and Difference:</b> <i>How have planes changed over the last 100 years?</i></p> <p>Using visual sources to describe the key ways in which planes have evolved over time</p> <p>Recognising the similarities between old and new planes – what hasn't changed?</p> <p><b>EQ2: Sources and Evidence:</b> <i>What can these artefacts tell us about flight in [X] period</i></p> <p>Observing and handling artefacts</p> <p>Using this evidence to begin to draw conclusions about the past, linking to the sticky knowledge already learnt</p>	<p><b>EQ1: Cause:</b> <i>How did people react differently when they realised the fire was breaking out? What were the reasons for these reactions?</i></p> <p>Begin to realise that there are reasons why people acted as they did – what did people do first? Give reasons for their actions</p> <p>Looking at a range of different people from the sources, exploring what they did when the fire broke out and explaining why they made these choices</p> <p><b>EQ2: Consequence:</b> <i>What did London look like before and after the fire, and why was this?</i></p> <p>Giving reasons for and results of changes</p> <p>Writing or drawing a comparison between what Stuart London looked like before the fire and then what it looked like after, while being able to explain the reasons for the change.</p>
Vocabulary	In the past, first, after, now, then, before, yesterday, a fortnight ago, a year ago, one hundred years ago, similar, different, change, timeline.	Icarus, Montgolfier, Wright, Earhart, Johnson, Coleman, evolve/evolution, contribute/contribution, significant, aircraft, aeroplane, balloon, contraption, Spitfire, RAF, squadron, Battle of Britain, Hawk, pilot, aviator, inventor, explorer	Stuart, account, diary, Samuel Pepys, John Evelyn, proclamation, King Charles II, Christopher Wren, Pudding Lane, rebuild, architect, solution, wind direction, barrier, catastrophe, eyewitness, town planning

## LKS2 - Year 3/4

### Year A

	Autumn	Spring	Summer
Topic	<b>Stone Age to Iron Age</b>	<b>The Civilisation of Ancient Egypt</b>	<b>Roman Britain</b>
Dates	10,000BC to 2000BC; 750BC to 43AD	3000BC to 30BC	43AD to 410AD
Substantive Knowledge	<ol style="list-style-type: none"> <li>1. What the 'new' stone age was in Britain</li> <li>2. The chronology of the Stone Age</li> <li>3. The impact of the invention of bronze and iron</li> <li>4. That Romans traded with British stone age civilisations</li> <li>5. The key differences between the stone, bronze and iron ages</li> </ol>	<ol style="list-style-type: none"> <li>1. The reasons for the building of the pyramids</li> <li>2. Why the Ancient Egyptians traded</li> <li>3. The life of Rameses II and how it can be interpreted</li> <li>4. The fusing of Ancient Greek and Ancient Egyptian civilisations, including the trade introduced by Ptolemy II</li> <li>5. The life and identity of Cleopatra and the Roman propaganda about her</li> </ol>	<ol style="list-style-type: none"> <li>1. Who lived in Britain before the Roman Invasion</li> <li>2. The chronology and reasons for the Roman Invasion of Britain</li> <li>3. That native Britons both welcomed and resisted the Romans</li> <li>4. How the Romans influenced the culture of native Britons</li> <li>5. What archaeology can tell us about life on Hadrian's Wall.</li> </ol>
Disciplinary Knowledge and Enquiry Questions	<p><b>EQ1: Change and Continuity</b> 'How much did people's lives change from the Stone Age to the Iron Age?'</p> <p>Explore and describe changes in work, life, housing, dress etc. across the period.</p> <p><b>EQ2: Interpretations</b> 'Why do people still talk about Stone Age in Britain?'</p> <p>Introducing the idea that history is constantly changing because it is not only about facts but how we remember and talk about those facts. Looking at sites, stories and programmes relating to the period as Interpretations.</p>	<p><b>EQ1: Sources and Evidence</b> 'What sources can we use to tell us about life in Ancient Egypt?'</p> <p>Focusing on sources and evidence and how we can use them to find out about Ancient Egypt – this would cover all the substantive knowledge but ensuring a focus on sources every lesson e.g. 'How do we know so much about Ancient Egypt?'</p> <p><b>EQ2: Consequence</b> 'What impact did the Ancient Egyptians have on the rest of the world?'</p> <p>Focusing on the impact on building, maths, society and religion that Ancient Egypt spread to the rest of the Mediterranean world. This section could also look at the impact of Cleopatra on the Roman world.</p>	<p><b>EQ1: Change and Continuity</b> 'How much did life change when the Romans came to Britain?'</p> <p>Looking at the changes that the Roman brought in government, religion, everyday life. Thinking about how big the changes were and how quickly they happened (room here to look at resistance too; not everything changed straight away)</p> <p><b>EQ2: Sources and Evidence:</b> 'What sources give us the most accurate picture of life in Roman Britain?'</p> <p>This begins to build on what students have already learnt about sources from Egypt to start thinking about the utility of sources. How might artefacts, archaeology, written sources from the time tell us different things and are some more useful for telling some stories than others? These sources will also build substantive knowledge on housing, children, religion etc in Roman Britain.</p>
Vocabulary	Nomad/nomadic, ice age, immigrants, settlement, archaeologist, bronze, copper, tin, iron, bog bodies, characteristic features, site, story.	Ptolemy/ Ptolemaic, dynasty, pharaoh, papyrus, Aten, stereotypes, propaganda, decline, Greek, Roman, Cleopatra, Akhenaten, Nefertiti, Ramesses, Hittite	Calendar, worship, timeline, conquer/conquest, law, myths, trade, economy, garrison, javelin, tunic, tablet, tribe, resistance, cavalry, Celts, centurion, gladiator, legion, invasion, rebellion, citizen, empire, assassination, Latin, etymology, slave, toga

Year B

	Autumn	Spring	Summer
Topic	The Effects of Anglo-Saxon, Viking and Scots Settlement in Britain	Early Islam and Baghdad	Local History Study
Dates	410AD to 1066AD	900AD	TBC (?WW2)
Substantive Knowledge	<p>1. The origins of the Angles, Saxons, Jutes and Frisians</p> <p>2. The reasons that different groups had for invading and settling the British Isles</p> <p>3. That there was both conflict and collaboration between the settlers</p> <p>4. What it was like to live and worship in Anglo Saxon and Viking Britain</p> <p>5. The legacy of the Anglo Saxons and Vikings in Britain</p>	<p>1. What Baghdad was like in 900AD</p> <p>2. That Baghdad valued learning and books more than other cultures of the time</p> <p>3. How Ibn Battuta's diaries help us to understand about early Islamic civilisation</p> <p>4. The importance of medicine and healing to the people of early Baghdad</p> <p>5. The spread and impact of ideas from the early Islamic world.</p>	[Under development]
Disciplinary Knowledge and Enquiry Questions	<p><b>EQ1: Consequence:</b> 'How did the Anglo Saxons, Vikings and Scots have an impact on Britain?' Looking at impact on life, religion, who ruled where, relationships between settlers, types of rulers etc.</p> <p><b>EQ2: Interpretations:</b> 'What stories do different interpretations tell us about the Vikings?' Using different interpretations to help student understand that history is presented in different ways for different audiences. Jorvik as an example of a visitor attraction; Riddle of the Runes by Janina Ramirez above as a piece of historical fiction; Lady Bird Vikings book as an example of children's history. Why are these different? Why do they give different interpretations? Why do ideas about history change?</p>	<p><b>EQ1: Significance</b> 'Why was the round city of Baghdad so special?' Focusing on the fascinating nature of Baghdad in the period and using ideas about life there to look at religion, medicine, learning etc. Relating back to what they learnt about Anglo Saxons in Britain</p> <p><b>EQ2: Sources and Evidence</b> 'What do the diaries of Ibn Battuta tell us about what people in the Islamic world thought?' Using the travels and diaries of Ibn Battuta to uncover the impact and influences of Early Islam. The diary as a source which helps us uncover the important ideas of Early Islam</p>	[Under development]
Vocabulary	Angles, Saxons, Jutes, Frisians, settlement, migration, invasion, conquest, raiding, Mercia, Wessex, Northumbria and Danelaw, nobles, warriors, reliability.	Islam/Islamic, Ibn Battuta, Muslim, scholar, intellectual, similarities/differences, House of Wisdom, diverse/diversity, sacked/sacking, Mongols, Hajj, accuracy/inaccuracy, society	[Under development]

## UKS2 - Year 5/6

### Year A

	Autumn	Spring	Summer
Topic	<b>Ancient Sumer</b>	<b>Ancient Greece</b>	<b>Migration in Britain</b>
Dates	c.4100BC to 1750BC	700-480BC	1000AD-Present
Substantive Knowledge	1. That historians consider Ancient Sumer to be the first civilisation 2. That historians define civilisation to be a society with government, means of symbolic communication and urban development 3. That technological advances such as irrigation led to a food surplus, and how this led to trade and power structures in society 4. About conflict and warfare in Ancient Sumer 5. That artefacts such as the Standard of Ur contain a wealth of information about the past, but can also be misleading	1. The chronology and context of the Ancient Greek civilisation 2. What artefacts can tell us about life in Ancient Greece 3. The life and achievements of Alexander the Great 4. What we can learn from Ancient Greek myths and legends 5. How the Ancient Greeks have influenced today	1. That migration to Britain has happened throughout history, both before and after 1066 2. The factors that can 'push' people to leave a place, including persecution, war, famine and drought. 3. The factors that can 'pull' people to migrate to new places, including economics, freedom and their beliefs 4. That Britain has always been a diverse society, and today's population reflects and benefits from the origins of its people 5. That migration today has parallels with migration in the past.
Disciplinary Knowledge and Enquiry Questions	<p><b>EQ1: Sources and Evidence:</b> 'How have historians built a picture of life in Ancient Sumer?'</p> Using sources to build a picture of an ancient society...because so much of the history of Sumer is based on brilliant artefacts these can be used to look at war, trade, communication, farming etc. <p><b>EQ2: Similarity and Difference:</b> 'How can we compare life in Sumer with other ancient societies?'</p> Based on evidence examined through EQ1, compare life in Ancient Sumer with the Ancient Greeks and/or the Ancient Egyptians, identifying similarities and differences and using own knowledge to explain the causes of these.	<p><b>EQ1: Sources and Evidence:</b> 'How can sources help us build a picture of the Greek Empire?'</p> Using sources about each topic i.e. trade, war, religion, everyday life to understand that we build a picture of the past by using sources together. At the end of the lessons on this questions could be asked to choose their 3 most important sources to tell someone about the Greek Civilisation and explain why. <p><b>EQ2: Interpretations:</b> 'Why do people still disagree about what happens to the Elgin marbles?'</p> Using a 'live' issue to look at how history is still important today. Could look at what the marbles are, how they were acquired and arguments about what should happen to them. This could conclude in a persuasive piece of writing advising the British museum on their future.	<p><b>EQ1: Causation:</b> 'Why have people wanted to migrate to Britain throughout history?'</p> Focusing on 'push' and 'pull' factors throughout different periods (see Historical Association MTP) <p><b>EQ2: Change and Continuity:</b> 'How has migration to Britain changed the way we live?'</p> Focusing on the impacts of migration across the last 1000 years and how it is an integral part of British life and culture
Vocabulary	Civilisation, urban development, Mesopotamia, standard, ruler, government, wealth, power, surplus, irrigation, agriculture, chariot, infantry, class	Ancient, modern, influence, classical, architecture, city state, Athens, Sparta, Olympic Games, primary and secondary source, civilisation, power, democracy, culture, laws, justice, characteristics, Parthenon, Temple of Apollo, Theatre of Ephesus	Push/pull factors, migration, migrant, persecution, discrimination, scapegoat, immigration, emigration, war, famine, unemployment, education, healthcare, wages, Huguenot, palatine, famine,

Year B

	Autumn	Spring	Summer
Topic	The Maya	Local History Study (Iron and Roman age)	Historical Significance (linked to Autumn / Spring)
<b>Dates</b>	250AD-900AD	750BC to 410AD	TBC
<b>Substantive Knowledge</b>	<ol style="list-style-type: none"> <li>1. The chronology of the Maya civilisation</li> <li>2. The similarities and differences we can determine through Maya and Egyptian writing</li> <li>3. That different early civilisations had different ways of counting and telling the time</li> <li>4. That Mayan cities were interdependent through trade</li> <li>5. That Mayan society was complicated and diverse, with rich and poor people, weak and strong people, people with power and people without</li> </ol>	<ol style="list-style-type: none"> <li>1. That Iron Age Britain was not one unified kingdom, but made from a collection of different tribes and peoples.</li> <li>2. The technological advances in the Iron Age and how they changed the structure of society</li> <li>3. The reasons for the Roman invasion of Britain</li> <li>4. That roads such as Dere Street were essential to the Roman Empire as trade, military and migratory routes, and are the reason that places like Bedale, York and Catterick exist</li> <li>5. That the Roman Invasion of Britain has had a lasting impact on our local area</li> </ol>	[Under development]
<b>Disciplinary Knowledge and Enquiry Questions</b>	<p><b>EQ1: Sources and Evidence:</b> 'What can the things they left behind tell us about Mayan society?' Building on previous source enquiries to ask questions about sources, discuss their utility, think about how they can be used together to form a picture of the past.</p> <p><b>EQ2: Similarity and Difference:</b> 'How similar were the Mayan and Egyptian civilisations?' Focused on looking at methods of communication, counting, telling the time – what do these ideas tell us about the way people lived? Why are they similar? Why are they different?</p>	<p><b>EQ1: Change and Continuity:</b> 'How did life in North Yorkshire change in the Iron and Roman ages?' Focusing on change, beginning to think about the extent of change (how big it was), the pace of change (how fast did it happen) and the nature of change (what did it look like?)</p> <p><b>EQ2: Sources and Evidence:</b> 'How do archaeologists find out about the way people have lived in North Yorkshire?' Using all the skills and knowledge they have developed in other source enquiries to look at Dere Street, Bedale, York, Catterick etc.</p>	[Under development]
<b>Vocabulary</b>	Glyphs, cenotes, chultuns, Mesoamerican, Copan, hieroglyphic, stela/stelae, long count calendar system, cacao, dependence/interdependence, resources, Popul Vuh	Innovation, plough, quern, contemporary source (primary source), interpretation, Dere Street, garrison	[Under development]