



# Riversdale Primary School

## HISTORY PROGRESSION

| DISCIPLINARY CONCEPTS                                                                                                                                                                                                                                                                                                                                                                                      |                           |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                           |                         |
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| Chronology                                                                                                                                                                                                                                                                                                                                                                                                 | Using Sources for Enquiry | Historical Interpretation | Cause and Consequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Change and Continuity | Similarity and Difference | Historical Significance |
| GENERAL OVERVIEW EYFS                                                                                                                                                                                                                                                                                                                                                                                      |                           |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                           |                         |
| <p><u>Nursery:</u></p> <p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions like why do you think the caterpillar got so fat?</li> </ul> <p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> </ul> |                           |                           | <p><u>Reception:</u></p> <p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and check what has been said.</li> <li>• Articulate ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to work out problems and organize thinking and activities. Explain how things work and why they might happen.</li> <li>• Use new vocabulary.</li> </ul> <p><u>ELG Communication and Language:</u></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><u>ELG Understanding the World (Past &amp; Present):</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their own experiences and what they read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |                       |                           |                         |

| OVERVIEW |                                                                                                                                                            |          |                                                                                                                                                    |          |                                                                                                                                                                                                 |          |
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|          | Autumn 1                                                                                                                                                   | Autumn 2 | Spring 1                                                                                                                                           | Spring 2 | Summer 1                                                                                                                                                                                        | Summer 2 |
| Year 1   | <b>We Are All Special</b><br><br>The lives of significant individuals in the past who have contributed to national and international achievements.         |          | <b>Houses, Palaces and Castles</b><br><br>Significant historical events, people, and places in their own locality.                                 |          | <b>Transport</b><br><br>Events beyond living memory that are significant nationally or globally.                                                                                                |          |
| Year 2   | <b>Florence, Mary &amp; Edith</b><br><br>The lives of significant individuals in the past who have contributed to national and international achievements. |          | <b>Technology at Home</b><br><br>Changes within living memory.                                                                                     |          | <b>The Great Fire of London</b><br><br>Events beyond living memory that are significant nationally or globally.<br><br>Significant historical events, people, and places in their own locality. |          |
| Year 3   | <b>Great Builders: The Stone Age to the Iron Age</b><br><br>Changes in Britain from the Stone Age to the Iron Age.                                         |          | <b>The Romans (General)</b><br><br>The Roman Empire and its impact on Britain.                                                                     |          | <b>The Romans (Legacy)</b><br><br>The Roman Empire and its impact on Britain.                                                                                                                   |          |
| Year 4   | <b>Great Builders: The Ancient Egyptians</b><br><br>Achievements of the earliest civilisations. An in-depth study.                                         |          | <b>Great Builders: The Ancient Egyptians</b><br><br>Achievements of the earliest civilisations. An in-depth study.                                 |          | <b>The Anglo-Saxon Settlements</b><br><br>Britain's settlement by Anglo-Saxons.                                                                                                                 |          |
| Year 5   | <b>The Kingdom of Benin</b><br><br>Non-European society that provides contrasts with British history.                                                      |          | <b>Workhouses &amp; Chimneys</b><br><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. |          | <b>The Anglo-Saxons Vs. the Vikings</b><br><br>The Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor.                                             |          |
| Year 6   | <b>Wandsworth's War</b><br><br>A significant turning point in British history and a local history study.                                                   |          | <b>Great Builders: The Ancient Greeks</b><br><br>A study of Greek life and achievements and their influence on the western world.                  |          |                                                                                                                                                                                                 |          |

**PROGRESSION OF DISCIPLINARY KNOWLEDGE & SKILLS**

|                                  | <b>EYFS</b>                                                                                                                                                                            | <b>KS1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>LKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>UKS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Chronology</b>                | <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the past and present and place events in their own lives in chronological order.</p>            | <p>Recount main events from a significant event in history.</p> <p>Recognise that some objects belong in the past.</p> <p>Begin to sequence artefacts, photographs and events that are in time order.</p> <p>Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Begin to recognise the concept of a generation within a family context.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after.</p> | <p>Summarise the main events from a period of history and place them in order.</p> <p>Accurately sequence several events, artefacts, and/or historical figures on a timeline.</p> <p>Understand that some historical events/periods occurred concurrently in different locations.</p> <p>Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates.</p> <p>Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during.</p> <p>Recognise that BCE is sometimes referred to as BC and CE is sometimes referred to as AD.</p> | <p>Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.)</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods studied.</p> <p>Order an increasing number of significant events and movements on a timeline using dates accurately.</p> |
| <b>Using Sources for Enquiry</b> | <p>Understand the past through settings, character and events encountered in books read in class and storytelling as well as from photos or artefacts relating to their own lives.</p> | <p>Know that we can find out about the past by asking people who were there.</p> <p>Know that photographs and artefacts can tell us about the past.</p> <p>Use artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Find answers to simple questions about the past using sources.</p>                                                                                                                                                                                                                                                                                                             | <p>Recognise the difference between primary and secondary sources.</p> <p>Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Observe the small details when using artefacts and pictures.</p>                                                                                                                                                                                                                                                     | <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Know that the most reliable sources are primary sources which were created for official purposes.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p>                                                                                                                                  |

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|                                     |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       | Know that archaeological evidence can be used to find out about the past.                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Historical Interpretation</b>    | <p>Connect ideas, explain what is happening.</p> <p>Answer simple who, what, where questions.</p> <p>Ask how and why questions.</p>                                  | <p>Ask a range of simple questions to develop an understanding of a historical event.</p> <p>Know that we remember some (but not all) of the events that we have lived through.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>                                                                                 | <p>Know that we can make inferences and deductions using images from the past.</p> <p>Begin to interpret why the past may be represented in different ways.</p> <p>Describe accounts of a historical event, explaining some of the reasons why accounts may differ (e.g. author bias).</p>                     | <p>Analyse a wide range of evidence to justify claims about the past.</p> <p>Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</p> <p>Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</p> |
| <b>Similarities and Differences</b> | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>                      | <p>Find out about people, events and beliefs in societies, past and present.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Make simple comparisons with their own lives.</p> <p>Know that there are explanations for similarities and differences between people's lives now and in the past.</p> | <p>Identify some key features of past societies and periods.</p> <p>Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Recognise some similarities and differences between daily lives of people in the past and today.</p> | <p>Describe the most significant features of past societies and periods.</p> <p>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Explain a range of similarities and differences between daily lives of people in the past and today.</p>                                                                                                         |
| <b>Change and Continuity</b>        | <p>Comment on images of familiar situations in the past.</p> <p>Identify changes in characters from stories, including figures from the past and Nursery Rhymes.</p> | <p>Know that history is the study of change over time.</p> <p>Recognise that some things (including objects) change, and some stay the same within a person's lifetime.</p> <p>Describe simple changes relating to ideas/objects that have occurred.</p>                                                                                              | <p>Identify what the situation was like before a change occurred.</p> <p>Identify reasons for change and reasons for continuity.</p> <p>Recognise the links between different societies.</p>                                                                                                                   | <p>Discuss the reasons behind historical changes in British society and their impact.</p> <p>Make links between events and changes within and across different time periods/societies.</p> <p>Give reasons why changes may have occurred supported by evidence.</p>                                                                                                                                                                    |

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|                                |                                                                                                                          | Describe ideas/objects that have remained the same.<br><br>Identify simple reasons for change.                                                                                                                                                                                                                                                                              | Begin to compare different periods of history describing changes and continuity between them.                                                                                                                                                                                                                                                                                                                             | Describe how and why some changes within past societies are maintained and still affect us today.                                                                                                                                                                                 |
| <b>Cause and Consequence</b>   | Identify the reasons behind a character's actions through the use of a variety of nursery rhymes and stories.            | Recognise why people did things or why events happened.<br><br>Begin to explain what happened as a result of events or people's actions.<br><br>Know that some changes occurred because of improvements in technology.                                                                                                                                                      | Identify short- and long-term causes of major events in history.<br><br>Explain the impact of an event (including people's actions) on society within a time period.<br><br>Describe more than one consequence linked to a single cause.                                                                                                                                                                                  | Identify a range of causes of major events in history.<br><br>Begin to analyse the reasons for, and results of these historical events, including long-term changes in society.                                                                                                   |
| <b>Historical Significance</b> | Recalling special people in their own lives.<br><br>To know the names of people that are significant to their own lives. | Know that some people and events are considered more 'special' or significant than others.<br><br>Know that 'historically significant' people or events changed many people's lives.<br><br>Discuss a significant person within a historical event and why they were important.<br><br>Discuss why a historical event was significant in relation to its impact on society. | Recognise significant people from historical sources/accounts.<br><br>To know that significant archaeological findings are those which change how we see the past.<br><br>Identify some significant features of the past, including ideas and beliefs.<br><br>Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. | Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.<br><br>Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning. |