



Substantive knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught about...							
Knowledge and Understanding of British History	<u>Me and My Community:</u> past and present; people, culture and communities.	<u>Significant events:</u> timelines and chronology in their lives. Children learn what a significant event is and examples including the Gun Powder plot, the moon landing and Leicester City winning the premier league. <u>Childhood and School Days:</u> Changes with respect to toys, and how these reveal changes to aspects of national life. Comparisons made with the Victorian era.	<u>Magnificent Monarchs:</u> the English and British monarchy from 870AD – present day before deciding who the most powerful monarch was. <u>Movers and Shakers:</u> historically significant people who have had a major impact on Britain and the world.	<u>Through the Ages:</u> British prehistory from the Stone Age to the Iron Age. <u>Emperors and Empires:</u> a detailed exploration of the Romanisation of Britain.	<u>Invasion:</u> life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.		<u>Maafa:</u> the development of the slave trade and explore Britain's role in the transatlantic slave trade. <u>Britain at War:</u> the role that Britain played in World War 2 and how the people of Britain were affected.
Local history		<u>Childhood and School Days:</u> Children look at how the school (St John Fisher) has changed since it was built.	<u>Movers and Shakers:</u> Sir Alec Jefferies (British geneticist who contributed to the discovery of DNA at the University of Leicester) & Lady		<u>Richard III:</u> the War of the Roses, the impact of Richard III as king and the Battle of Bosworth.		<u>Britain at War:</u> the impact of World War 2 on the people of Leicester.



			Jane Grey (born in Bradgate, Leicestershire)				
Knowledge and understanding of Wider World History	<u>Big Wide World:</u> the global community to which they belong and explore how communities differ around the world.		<u>Movers and Shakers:</u> historically significant people who have had a major impact on the world.	<u>Emperors and Empires:</u> the history and structure of ancient Rome and the Roman Empire.		<u>Groundbreaking Greeks:</u> developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. <u>Shang Dynasty:</u> the history of ancient China, focusing primarily on the Shang Dynasty, and explore the lasting legacy of the dynasty, some of which can still be seen in the world today.	<u>Maafa:</u> Africa past and present. It traces the development of the slave trade and explore Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora. <u>Britain at War:</u> the causes of World War 2 and the impact that this had on people in different countries.



Disciplinary knowledge					
	Chronological understanding <i>(How historians secure a timeline of the past and coherent narratives across time)</i>	Cause and consequence <i>(How historians make judgments about why an event occurred, or the consequences of an event)</i>	Similarity and difference/ change and continuity <i>(How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)</i>	Sources of evidence/ Research/ Justify opinions <i>(How historians use sources to make claims about the past)</i>	Hypothesise and Historical Interpretations <i>(How and why historical interpretations are different and why historians come to their own hypothesis)</i>
EYFS	Children can make sense of their own history.	Children begin to develop an understanding of why things happened in the past.	Children know some similarities and differences between things in the past and now.	Children can find answers to simple questions about the past from sources of information.	Children know some key information about the past through settings, characters and events encountered in books.
KS1 Progression statements	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms.	Choosing and using parts of stories and other sources to show that they know and understand key features of events.	Identify similarities and differences between ways of life in different periods	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Ask and answer questions.



Year 1	Pupils recognise the difference between past and present in their own and others' lives. They can depict on a timeline the sequence of a few objects and/or pieces of information. Pupils can sequence events in their life. With guidance, pupils use common words linked to the passing of time.	Pupils identify at least one relevant cause for, and effect of, some events covered.	Compare significant historical events, people and places in their own locality.	With guidance, pupils can extract information from several different types of sources including written, visual and oral sources and artefacts. They can find answers to simple questions about the past using sources of information.	Pupils begin to ask basic questions about historical concepts that they are learning about.
Year 2	Pupils can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. They can understand time securely and use a wider range of time terms. Pupils confidently use common words and phrases linked to the passing of time.	Pupils confidently identify several relevant causes and effects for some of the main events covered.	Pupils accurately identify and describe a range of similarities, differences and changes under the reign of different monarchs.	Pupils select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. They observe and handle sources of evidence to answer questions about the past on the basis of simple observations.	Pupils begin to ask historical-based questions about concepts that they are learning about.

History Knowledge and Skills Progression



	Chronological understanding <i>(How historians secure a timeline of the past and coherent narratives across time)</i>	Cause and consequence <i>(How historians make judgments about why an event occurred, or the consequences of an event)</i>	Similarity and difference/ change and continuity <i>(How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)</i>	Sources of evidence/ Research/ Justify opinions <i>(How historians use sources to make claims about the past)</i>	Hypothesise and Historical Interpretations <i>(How and why historical interpretations are different and why historians come to their own hypothesis)</i>
KS2 Progression statements	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about cause and effect and significance.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Year 3	Pupils can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms. Place the time studied on a timeline.	Pupils can comment on the importance of causes and effects for some of the key events and developments.	Pupils can make valid statements about the main similarities, differences and changes occurring in the units studied.	Pupils can recognise possible uses of a range of sources for answering historical enquiries. Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event.	Pupils can select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ. Pupils can distinguish between different sources of evidence,



	Use dates and terms related to the unit and the passing of time.				comparing the versions of the same story.
Year 4	Pupils can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use an increasing range of terms related to the period and begin to date events within and across the periods studied.	Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments studied.	Pupils can explain why certain changes and developments were of particular significance within and across time periods studied.	Pupils can comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.	Pupils can explain why some aspects of historical accounts, themes or periods are significant. They can comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.
Year 5	Pupils can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. They can make informed comparisons between different times in the past.	Pupils can explain the role and significance of different causes and effects of a range of events and developments.	Pupils can compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change.	Pupils can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. They can select relevant sections of information using research with increasing confidence to answer a line of enquiry.	Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. They can explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at.



					Pupils are aware that different evidence may lead to different conclusions.
Year 6	Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. They can sequence several historical events on a timeline, considering the relationships to each other. Pupils have a confident chronological overview of the key periods studied across KS2.	Pupils can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects	Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth. They can articulate a coherent narrative that highlights the depth of their knowledge and understanding and note connections, contrasts and trends over time.	Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. They can suggest omissions in information and suggest the means of finding this out. Pupils can bring together knowledge from different sources of information in a fluent account.	Pupils can compare the significance of events, developments and people across History and time periods studied. They can understand and explain the nature and reasons for different interpretations in a range of topics. They can consider how to check the accuracy of interpretations - fact, fiction or opinion. Pupils can confidently use sources of information such as the library/ the internet to follow up a line of enquiry.