

History Progression of Disciplinary Knowledge

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	<p>Understanding the World Past and Present (ELG)</p> <p>Birth to 5 & Development Matters</p>	<p>Toys Past and Present Castles Intrepid Explorers</p>	<p>Guy Fawkes and the Gunpowder Plot Florence Nightingale Seaside Holidays in the Past</p>	<p>Prehistoric Britain Ancient Egypt Invaders and Settlers – The Romans</p>	<p>Anglo Saxons, Picts and Scots The Mayans Early Civilisations</p>	<p>The Shang Dynasty Vikings Vs Anglo Saxons Who were the Ancient Greeks?</p>	<p>Crime and Punishment The Aztecs A local Study – the Industrial Revolution</p>
Cause & Consequence	<p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of the people around them and their roles in society.</p>	<p>To know about the impact that Neil Armstrong landing on the moon had on the world.</p> <p>To know about the impact of Christopher Columbus' voyages and what he brought back to Europe.</p>	<p>To know how the changes made by Florence Nightingale impacted on nursing today.</p>			<p>To know ultimately why the Shang Dynasty ended.</p> <p>To know about Viking settlements and their effect on the Anglo-Saxons.</p>	<p>To know what the Aztecs believed and how this impacted on their lives.</p>

<p>Change and Continuity</p>	<p>To compare and contrast characters from stories, including figures from the past.</p>	<p>To know what the Tower of London is like and how this has changed over time.</p>	<p>To know how Florence Nightingale improved conditions at the Scutari hospital.</p>	<p>To know what is still present today from Roman settlements.</p>	<p>To explore where and when the first civilisations began.</p> <p>To find out about the first writing systems.</p> <p>To explore trade in early civilisations.</p> <p>To find out about mathematical understanding in early civilisations.</p> <p>To explore technology and inventions in early civilisations.</p> <p>To explore the buildings and architecture of early civilisations.</p> <p>To consolidate and knowledge and understanding of early civilisations.</p>	<p>To know about how and when England became a unified country.</p> <p>To know when and why the Anglo-Saxon and Viking era came to an end.</p>	<p>To know how crime and punishment has changed throughout the ages.</p> <p>To know and understand how changes within society impacted the crimes that were committed and the punishment that was given.</p> <p>To know that the industrial revolution had a transformative effect on the world.</p> <p>To know how canals have impacted trade and transport in Britain.</p> <p>To know and develop understanding about the first train lines in Britain and their impact on us today.</p>
<p>Similarity and difference</p>	<p>To 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>To describe how old and new toys are similar and different.</p>	<p>To identify similarities and differences between medical care now and in Victorian times.</p> <p>To identify similarities and differences</p>			<p>To know about the differences between Athens and Sparta which develop the understanding of democracy.</p> <p>To know what Britain was like</p>	<p>To know how crime and punishment has changed throughout the ages.</p>

			between seaside holidays now and in the past,			before the first Viking invasions.	
Historical significance	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To know about the impact that Neil Armstrong landing on the moon had on the world. To know about the impact of Christopher Columbus' voyages and what he brought back to Europe.				To know about the impact the Ancient Greeks had on modern civilisations.	To know and investigate Aztec life and consequently the fall of Aztec. To know and understand why the Industrial Revolution was important to Britain. To know the significance of cotton spinning and how it evolved.
Sources and Evidence	To comment on images of familiar situations in the past.	To know how to use information to create their own toy museum.	To use a range of evidence, such as photographs, to find out what the seaside was like in the past.	To know about Tutankhamen and how artefacts can teach us about the past. To know how to locate Ancient Egypt and look at the Egyptian landscape. To know how to recall, select and organise historical evidence. To know who Boudicca was from different points of view.	To know how to study archaeological evidence at Sutton Hoo and think about informative questions in response. To know how to develop the ability to use various historical sources to find out about Anglo-Saxon life. To build upon drawing conclusions using different sources.	To know how to explore evidence about Shang kings and Shang burials.	