

PROGRESSION OF SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE IN HISTORY

	<u>Y3 Autumn</u> What changes took place in Britain during the Stone, Iron and Bronze Ages?	<u>Y3 Spring</u> Who were the Ancient Greeks and how did they influence our lives today?	<u>Y4 Autumn</u> How did the Roman Empire impact Britain?	<u>Y4 Spring</u> Who were the Anglo-Saxons and Vikings and how did their invasions affect Britain?	<u>Y5 Autumn</u> How did Britain change during the reign of Queen Victoria?	<u>Y5 Summer</u> Who were the Shang Dynasty and what were their greatest achievements?	<u>Y6 Autumn</u> What was the effect of World War Two on local people?	<u>Y6 Summer</u> Who were the Mayan civilization and what was life like for them?
<u>SUBSTANTIVE KNOWLEDGE</u>								
Knowledge and History of British History	Prehistoric Britain		Romans	Anglo Saxons and Vikings	Victorians		World War 2	
Local History							Coventry Blitz	
Knowledge and Understanding of Wider World History		Ancient Greece				Shang Dynasty	World War 2	Mayans
Chronological Understanding Progression shown through increased number of time periods of time periods and of of vocabulary	Know where Stone Age, Bronze Age and Iron Age are positioned on a timeline. Understand terms: BC/AD, age	Know where the Ancient Greek period is positioned on a timeline. Know how the Ancient Greek time period compares with with previously learned Y3 topics Understand terms: BC/AD, ancient civilization	Know where Romans period is positioned on a timeline. Know how the Roman time period compares with with previously learned Y3 topics Understand terms: BC/AD, period	Know where Anglo-Saxons and Vikings are positioned a timeline Know how the time period of Anglo-Saxons and Vikings compares with previously learned Y3 and 4 topics Understand terms: BC/AD, period, century	Know where the Victorian period is positioned on a timeline. Know how the time period of Victorians compares with previously learned Y3 and 4 topics Understand terms: BC/AD, century and decades, era, period	Know where the Shang Dynasty time period is positioned on a timeline. Know how the time period of Shang Dynasty compares with previously learned Y3,4, and 5 topics Understand terms: BC/AD, ancient	Know where the period of World War Two is positioned on a timeline. Know how the time period of WW2 compares with previously learned Y3,4 and 5 topics Understand terms: BC/AD, century and decades, era,	Know where The Maya period is positioned on a timeline. Know how the time period of Mayans compares with previously learned Y3,4,5 and 6 topics Understand terms: BC/AD, ancient civilization, century and

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						civilization, century, and decades, era, period	period, chronology	decades, era, period, chronology
Historical Knowledge and Understanding Progression shown through increasing knowledge and understanding of different periods of history. Progression shown through increasing complexity of explanations, reasoning and conclusions.	Understand what the different prehistoric ages were. Know what life was like and how it changed for people living during the three time periods. Know the differences between settlement types in the different ages. Understand how tools were developed over the ages. Understand religious beliefs during the Bronze Age	Know where Ancient Greece was, the names of the two cities that ruled and about their relationship. Understand what life was like in Ancient Greece. Understand the religious beliefs in Ancient Greece. Know about myths, their link to religion and importance in society. Know about the first Olympic Games	Know where the Romans came from and why they came to Britain. Know what life was like as a Roman. Know that the Roman empire was ruled by emperors. Understand how the Roman army was formed and why it was important. Understand a strong army meant the Romans could successfully invade Britain.	Know who the Anglo-Saxons and Vikings were, where they came from and why they came to Britain. Understand the religious beliefs of the Anglo-Saxons. Know who Alfred the Great was and understand the impact of his actions. Understand how Anglo-Saxon kingdoms were formed and structured. Understand how Vikings and Anglo-	Know about Queen Victoria and her family. Understand the views of others about Queen Victoria. Understand the positives and negatives of the Industrial revolution. Know some of the Victorian inventions and how they changed Britain. Know how migration and population had a positive and negative impact on the	Know the Shang Dynasty was one of the four ancient civilisations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) Know where the Shang Dynasty lived. Understand the social hierarchy of the Shang Dynasty. Know about the traditional burials and religious beliefs of members of	Understand the causes and consequences of WW2 and of the Coventry Blitz. Know the roles of important people in WW2 Understand the meaning and effect on local people of rationing, evacuation and changes to employment Understand changes to local people's lives after the end of the war, including employment and technology.	Know where the Mayans lived. Know that much of what we know about the Maya come from primary sources discovered by archaeologists Understand 'city states', the roles of the people within the hierarchy. Understand the religious beliefs, writing systems and sports of the Mayans. Know some of the technological developments during the Mayan era.

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		Understand how the Ancient Greeks impacted modern Britain.	Understand the positive impact of the Romans on Britain. Know who Boudicca was and why she was important.	Saxons developed law and justice systems Know how Anglo-Saxons and Vikings lived, and explain similarities to modern Britain. Know how and why the Anglo-Saxon and Viking periods ended.	lives of Victorians. Know how Lord Shaftsbury improved the lives of children.	the Shang Dynasty Understand the importance of bronze, jade and of Fu Hao. Understand how and why the Shang dynasty ended.	Understand differences between Coventry (local area) and Germany Understand differences in local children's experiences compared to other countries including Anne Frank	Understand some of the possible reasons for the end of the Mayan civilization.
Themes WAY OF LIFE BELIEFS CONFLICT AND INVASION TECHNOLOGY AND DEVELOPMENT RULERS AND GOVERNANCE	WAY OF LIFE BELIEFS TECHNOLOGY AND DEVELOPMENT	WAY OF LIFE BELIEFS CONFLICT AND INVASION TECHNOLOGY AND DEVELOPMENT RULERS AND GOVERNANCE	WAY OF LIFE CONFLICT AND INVASION TECHNOLOGY AND DEVELOPMENT RULERS AND GOVERNANCE	WAY OF LIFE BELIEFS CONFLICT AND INVASION RULERS AND GOVERNANCE	WAY OF LIFE TECHNOLOGY AND DEVELOPMENT	BELIEFS TECHNOLOGY AND DEVELOPMENT RULERS AND GOVERNANCE	WAY OF LIFE CONFLICT AND INVASION TECHNOLOGY AND DEVELOPMENT	WAY OF LIFE BELIEFS RULERS AND GOVERNANCE TECHNOLOGY AND DEVELOPMENT

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DISCIPLINARY KNOWLEDGE

Cause and Consequence Progression shown through increasing knowledge of the different causes and consequence of historical events and developments over different periods of history. Progression shown through increasing complexity of explanations, reasoning and conclusions.	Identify causes and consequences for advancement in tools, food/farming and settlements.	Identify consequence of Ancient Greek life on modern Britain	Identify cause and consequences of Roman invasion on Britain. Identify cause and consequence of Boudicca's attack. Identify consequence of effective army	Identify cause and consequences of Anglo-Saxon and Viking invasions on Britain. Identify causes for end of Anglo-Saxon/Viking Britain	Identify consequence of Industrial revolution Identify consequence of Lord Shaftesbury's reforms Identify cause and consequence of migration	Identify causes for end of Shang Dynasty	Identify the causes for the outbreak of war Identify causes for bombing of Coventry Identify consequences of war/Blitz on local people Identify consequence of advances in technology after the war.	Identify causes for end of Mayan civilization Identify consequences of Mayan inventions
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Change and Continuity Progression shown through increasing knowledge of the different changes that occurred during different periods of history. Progression shown through increasing complexity of explanations, reasoning and conclusions.	Identify change and continuity throughout Stone, bronze and iron ages in terms of food/farming, tools and settlements	Identify change and continuity in Ancient Greece in terms of Olympic Games, laws,	Identify change and continuity in Roman Britain in terms of Roman inventions	Identify change and continuity in Anglo-Saxon and Viking Britain in terms of settlements, laws, technology, Boudicca, hierarchy	Identify change and continuity in Victorian Britain in terms of industrialisation, social reforms, migration	Identify change and continuity in Shang Dynasty in terms of jade (technology/tools), hierarchy and religious beliefs (ancestors)	Identify change and continuity in Britain during and after the war in terms of rationing, evacuation, employment and technology.	Identify change and continuity in Mayan civilization in terms of writing systems
Similarities and Differences Progression shown through increasing knowledge of similarities and differences between events, ways of life and periods of history. Progression shown through	Identify similarities and differences between Stone, Bronze and Iron ages in terms of religion, settlements, farming and tools Identify similarities and	Identify similarities and differences between government systems and religious beliefs of Ancient Greeks and modern Britain. Identify similarities	Identify similarities and differences between Roman empire and modern Britain Identify similarities and differences in how information is discovered	Identify similarities and differences Identify similarities and differences between judicial system and social hierarchy of Anglo-Saxon, Viking and	Identify similarities and differences between inventions in Victorian Britain and modern Britain Identify similarities and differences in how information is discovered about different	Identify similarities and differences between religious beliefs and social hierarchy of Shang Dynasty and modern Britain. Identify similarities	Identify similarities and differences between the lives of local children with those in other countries including Anne Frank) Identify similarities and differences in how information is discovered about different	Identify similarities and differences between religious beliefs of, other historic time periods Identify similarities and differences in how information is

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increasing complexity of explanations, reasoning and conclusions.	differences in how information is discovered about different periods of history.	and differences in how information is discovered about different periods of history.	about different periods of history.	modern Britain. Identify similarities and differences in how information is discovered about different periods of history.	periods of history.	and differences in how information is discovered about different periods of history.	periods of history.	discovered about different periods of history. Compare achievements of The Maya with Britain during the same period.
Historical Significance Progression shown through increasing knowledge of significant events and people throughout different periods of history. Progression shown through developing reasoning skills about why certain developments/ events are more	Explain why particular developments, events and people are significant within Prehistoric Britain -tools -food and farming -settlements Consider which developments within prehistoric Britain are most significant	Explain why particular developments, events and people are significant within Ancient Greece. Consider which events/developments within Ancient Greece are most/least significant and explain why	Explain why particular developments, events and people are significant within Roman Britain -Boudicca -army -invasion Consider which events/developments within Roman Britain are most significant and explain	Explain why particular developments, events and people are significant within Anglo-Saxon and Viking Britain -Alfred the Great -invasions Consider which events/developments within Anglo-Saxon and Viking Britain are most significant	Explain why particular developments, events and people are significant within Victorian Britain: -Queen Victoria -Industrial Revolution -Lord Shaftesbury Consider which developments within Victorian Britain are most/least significant and explain why, giving a number	Explain why particular developments, events and people are significant within Shang Dynasty: -Fu Hao -jade and bronze Consider which developments within The Shang Dynasty are most/least significant and explain	Explain why particular developments, events and people are significant within World War 2: -Blitz -Hitler, Churchill, Anne Frank -Poland Consider which events within World War Two are most/least significant and why, giving a number of reasons and evidence.	Explain why particular developments, are significant within Mayan civilization writing system water system etc Consider which developments within Mayan Civilization are most/least significant and why - impact on future civilizations and other countries using evidence

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significant than others.	and explain why		why, giving a number of reasons	and explain why, giving a number of reasons	of reasons and evidence.	why, giving a number of reasons and evidence	Compare significant events, developments and people to other periods of history.	to support reasoning
Historical Enquiry Progression shown through developing ability to select sources, devise own questions, answer questions and draw conclusions.	Use sources to collect information about the past. Answer questions about the past	Use sources to collect information about the past. Answer questions about the past	Use a range of sources to collect information about the past. Ask and answer questions about the past	Use a range of sources to collect information about the past. Ask and answer questions about the past	Select from a range of sources to collect information about the past. Ask and answer questions about the past, knowing that there is not always a single answer.	Select from a range of sources to collect information about the past. Ask and answer questions about the past, knowing that there is not always a single answer.	Select suitable and unsuitable sources to reach conclusions about the past. Ask and answer questions about the past, explaining why there is not always a single answer. Forms own opinions about historical events from a range of sources	Select suitable and unsuitable sources to reach conclusions about the past. Ask and answer questions about the past, explaining why there is not always a single answer. Form own opinions about historical events from a range of sources
Historical Sources and Interpretations	Understand the difference between	Understand the difference between	Understand the difference between	Understand the difference between	Understand the difference between primary	Understand the difference between	Understand the difference between primary	Understand the difference between

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Progression shown through increasing knowledge of different sources, reliability of sources, ability to select suitable sources and reasons for varying interpretations of history	primary and secondary sources.	primary and secondary sources.	primary and secondary sources.	primary and secondary sources.	and secondary sources, explaining which source gives the most accurate information.	primary and secondary sources, explaining which source gives the most accurate information.	and secondary sources, explaining which source gives the most accurate information.	primary and secondary sources, explaining which source gives the most accurate information.
	Know that evidence is limited for some periods of time.	Know that evidence is limited for some periods of time.	Understand why accounts of the same event may differ.	Understand why accounts of the same event may differ.				
	Know that some sources are more reliable than others.	Know that some sources are more reliable than others.	Explain why a source is useful and reliable	Explain why a source is useful and reliable	Identify appropriate sources of evidence, giving reasons for choices.	Identify appropriate sources of evidence, giving reasons for choices.	Evaluate usefulness and accurateness of difference sources of evidence.	Evaluate usefulness and accurateness of difference sources of evidence.
	Explain why a source is useful.	Explain why a source is useful.	Explain why different sources are useful.	Explain why different sources are useful.	Select most appropriate source of evidence.	Select most appropriate source of evidence.	Select most appropriate source of evidence, giving reasons for choices.	Select most appropriate source of evidence, giving reasons for choices.
	Know that the past can be represented and interpreted in different ways	Know that accounts of the same event may differ.	Know that the past can be represented and interpreted in different ways and give an example of this	Know that the past can be represented and interpreted in different ways and give an example of this	Know that the past can be represented and interpreted in different ways and give reasons for this.	Know that the past can be represented and interpreted in different ways and give reasons for this.	Understand why accounts of the same event may differ and give detailed reasons why.	Suggest reasons why aspects of the past have been represented and interpreted in different ways
			.		Understand why accounts of the same event may	Know that evidence is limited for	Understand that some sources are propaganda or	Know that evidence is limited for

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					differ and give reasons why.	some periods of time and explain why.	misinformation and that this affects interpretations.	some periods of time and explain why.
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