

Hutton Rudby Primary School – History Progression of Skills & Knowledge

Substantive and Disciplinary Knowledge Progression

EYFS	Comment on familiar situations in the past (Disciplinary)
	Talk about the lives of the people around them and their roles in society (Substantive)
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Disciplinary)
	Understand the past through settings, characters and events encountered in books read in class and storytelling (Disciplinary)
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts (Disciplinary)

Historical Components

Alliances	Invasion	Culture
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Substantive Knowledge Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUT	Toys, Old & New	Guy Fawkes & The Gunpowder Plot	Stone Age to Iron Age	Ancient Greece	Ancient Maya	World At War
	<p>The difference between old and new</p> <p>How toys change as children grown older</p> <p>Matching toys to children of the right age.</p> <p>Why some toys might look old, even if they are relatively new.</p> <p>Changes across generations.</p>	<p>That bonfire night is on 5th November and is a tradition in the UK.</p> <p>That is remembers a long time ago, when something important happened called the Gunpowder Plot.</p> <p>Guy Fawkes being part of a group that planned the Gunpowder Plot</p> <p>That Guy Fawkes was caught guarding the barrels of gun powder.</p> <p>What the Plot intended to do.</p> <p>How the Plot was discovered and how it was stopped.</p> <p>That Guy Fawkes was arrested and punished for his part in the plot.</p>	<p>Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes. Know that evidence found in burial site shows us that battles between tribes took place. Know some of the reasons for the battles.</p> <p>Know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain.</p> <p>Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p> <p>The growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves;</p>	<p>Know about the reasons for the wars between Athens and Sparta</p> <p>Know that the Ancient Greeks wasn't a single country ruled by a single ruler, but was made up of a number of city-states; hierarchy in society.</p> <p>The reasons why there were city states and the different rulers in the city states.</p> <p>That two of the most powerful city states were Athens and Sparta. Know about Greek democracy.</p> <p>Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time, religion.</p> <p>Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece.</p>	<p>Know the reasons why the Spanish conquistadors came to Mesoamerica and what the consequence was.</p> <p>Know about hierarchy in society that the Ancient Maya lived in City States ruled by powerful kings.</p> <p>Hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time, religion.</p> <p>Know what goods they traded, who they traded with and how they traded (transport and trading routes.) The impact of trade on the Ancient Maya.</p> <p>Know about the impact of the Spanish explorers and traders on the Ancient Maya.</p>	<p>The underlying reasons behind World War 1</p> <p>What it means to 'dig in' and Europe was littered with trenches.</p> <p>What some of the key battles were in WW1</p> <p>How WW1 ended</p> <p>What happened in Great Britain and Germany after WW1</p> <p>What caused the start of WW2</p> <p>How propaganda was used in WW2</p> <p>How WW2 ended</p>

SPR	Great Fire of London	Hutton Rudby, Then & Now	Ancient Egyptians	Anglo Saxons and Vikings	The Tudors	
	<p>Know that the king helped to put out the fire. Compare role of the monarch with our Queen today. Find out about everyday life in the past in London and how it changed after the fire.</p>	<p>Features of the village from the past. Different types of buildings in Hutton Rudby then and now. How people lived in Hutton Rudby in the past. How people travelled to, from and around Hutton Rudby in the past. How the community has changed in Hutton Rudby over the years</p>	<p>Know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from the same family). Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time religion. Know about the importance of the River Nile as a trade route.</p>	<p>Know about the reasons each had for invading England. Know that Anglo Saxon tribes often fought each other. Know the locations and reasons for the main battles between Anglo Saxons and Vikings and the significant kings and rulers. Know about hierarchy on society; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know the impact of Anglo Saxon kingdoms and Danelaw on the UK today. Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know the reasons why Angles, Saxons and Jutes came to Britain and settled. See evidence found in archeological sites of Anglo Saxon trade with other countries. Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society.</p>	<p>Who Henry VII and VIII were Why Henry VIII had so many wives Why Henry VIII wanted a boy Why England broke from Rome How alliances were formed through marriage Who Elizabeth I was What portraits can tell us about historical figures</p>	

	Captain Cook	Rosa Parks	Roman Britain	1066	The Industrial Revolution	Benin
5	<p>Know about who Captain Cook was and when he lived.</p> <p>Know about Captain Cook's crew</p> <p>Know about the journeys that Captain Cook took.</p> <p>Know about the different parts of Cook's ship.</p> <p>Know about how Cook navigated.</p> <p>Know about the types of maps that Cook used.</p> <p>Know about the places his visited / discovered.</p> <p>Know about what happened to Cook in these places / how he found the locals and their cultures.</p> <p>Know about how Cook is remembered today.</p>	<p>Know about who Rosa Parks is and why she is an important person.</p> <p>Know what life was like for black people in Southern USA in the 1950s.</p> <p>Know why black people decided to boycott busses in the 1950s.</p> <p>Know about the impact the boycott had.</p> <p>Know about the role that Martin Luther King played in the boycott.</p> <p>Know about the impact that Rosa's actions had on the civil rights movement.</p>	<p>Know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know why some tribes rebelled and some became allies of the Romans.</p> <p>Know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over. Know how Britain was ruled before and after the Roman invasion. Know how Britain was ruled after the Romans left.</p> <p>Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain. Communication links which enabled trading; roads and sea routes.</p>	<p>Know who the contenders to the throne were in 1066 and what their claims were.</p> <p>Know about the events leading up to the Battle of Stamford Bridge and who took part in the battle.</p> <p>Know the effect that the battle had on the Battle of Hastings.</p> <p>Know about why people supported a Viking invasion.</p> <p>Know about why soldiers were still loyal to the former King.</p> <p>Know about the powerful landowners who wanted to put their own King in place.</p> <p>Know what the Feudal System is.</p> <p>Know what the Domesday book is.</p>	<p>Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion.</p> <p>Know about how the industrial revolution changed the face of Teesside.</p> <p>Know about why people left villages and moved to towns</p> <p>Know about the conditions in factories.</p> <p>Know about how the railway contributed to the industrial revolution.</p> <p>Know about how life in the countryside and the city changed as a result of the industrial revolution.</p>	<p>Know where Benin sits in the timeline of other periods studied.</p> <p>Know what kind of civilization Benin was.</p> <p>Know about the religious beliefs in the civilization.</p> <p>Know about smelting copper and zinc.</p> <p>Know about the Dutch & Portuguese opinions on the Benin civilization.</p> <p>Know about the King being the most important person in Benin.</p> <p>Know about what happened in Benin before and after Europeans arrived there.</p> <p>Know about what happened in the 1890s, when most of Africa was controlled by Europe, but Benin was not.</p> <p>Know about the actions of Captain Phillips and other British soldiers.</p>

Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.</p>	<p>Sequence 3 objects or events in chronological order. Recall parts of stories and memories about the past.</p>	<p>Sequence events in chronological order and discuss the similarities and differences between ways of life in different time periods. Recall parts of stories and memories about the past with increasing accuracy.</p>	<p>Group and sequence some events, objects, and societies from topics covered, by providing a few dates and/or period labels and terms. Use timelines within a specific period of history to set out the order that things may have happened, noting changes over time. Gain historical perspective by putting chronological understanding into local, national and wider world contexts.</p>	<p>Group and sequence some events, objects, themes, societies, and achievements from topics covered, by providing a few dates and/or period labels and terms. Place events studied onto an overarching timeline. Create individual timelines for each era, demonstrating key events in each era and explaining why they were important Gain historical perspective by putting chronological understanding into local, national and wider world contexts.</p>	<p>Draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people, using appropriate dates and terms. Begin establishing clear, chronological narratives within eras studied Summarise the main events of, or the most significant features within different themes, giving an order of events.</p>	<p>Draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people, using appropriate period labels, dates and terms. Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered, using dates, period labels and terms Summarise the main events of, or the most significant features within different themes, explaining the order of events.</p>
Cause & Consequence	<p>Remembering events, losses in our past (lost toys, old friends)</p>	<p>Identify at least one cause for, and consequence of the events covered. Find answers to simple questions about the past from simple sources of information. Ask and answer basic questions about the past</p>	<p>Identify relevant causes for, and consequences of the events covered. Show an understanding of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions about the past.</p>	<p>Describe some relevant causes for and effects of some of the key events and developments covered.</p>	<p>Provide a detailed description of the relevant causes for and effects of some of the key events and developments covered. Comment on the importance of causes and effects for some of the key events and developments within topics.</p>	<p>Place valid causes and effects in order of importance, relating to events and developments covered within eras. Combine both overview and depth studies to aid understanding of the long arc of development.</p>	<p>Place several valid causes and effects in order of importance, relating to events and developments covered within eras. Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons. Combine both overview and depth studies to aid understanding of the long arc of development.</p>

Significance of Events	<p>Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)</p>	<p>Consider the reasons why an event might be significant. Consider the reasons why a person from the past might be significant. Use stories to distinguish between fact and fiction and understand that there may be different accounts of the same story. Identify different ways the past can be represented.</p>	<p>Consider the reasons why an event might be significant and to whom they are significant. Consider the reasons why a person from the past might be significant and what impact they had on the world. Compare different accounts of important events of the past. Compare different ways that the past can be represented</p>	<p>Explain how several aspects of national history are significant in this locality. Explain why some particular aspects of historical accounts, themes or periods are significant. Identify and give reasons for different ways in which the past is represented, distinguishing between different sources. Look at different representations of a period.</p>	<p>Explain why some particular aspects of historical accounts, themes or periods are significant both nationally and internationally. Explore available evidence for the periods studied.</p>	<p>Explain how specific aspects of national history are significant in this locality. Describe the significant events in many of the eras covered. Explain reasons why particular aspects of a historical event, development or society were of greatest significance. Compare accounts from different sources. Begin to identify primary and secondary sources and select relevant sections of information. Use the library and internet to research with increasing confidence. Use multiple sources to build an account of a past event</p>	<p>Describe the significant events in many of the topics covered and how these have impacted the modern world. Explain reasons why particular aspects of a historical event, development or society were of great significance. Confidently recognise primary and secondary sources and use a range of these to find out about an aspect of the past. Compare accounts from different sources and consider ways of checking if they are fact or opinion pieces, being aware that different evidence can lead to different conclusions. Confidently use the library and internet to research. Link sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p>
Similarities & Difference	<p>Name the members of their immediate and extended family</p>	<p>Identify some similarities, differences and changes occurring within a particular theme going back beyond living memory, and forwards to today. Identify independently a range of similarities, differences and changes within living memory. Learn about the lives of significant individuals in the past who have contributed to national achievements and how they differ from today</p>	<p>Identify some similarities and differences between the past and the present, focusing on changes beyond living memory. Learn about the lives of significant individuals in the past who have contributed to international achievements and how they differ from today. Understand how life has changed over time even within our own locality.</p>	<p>Describe some similarities, differences and changes occurring within eras. Compare and contrast with life today. Make valid statements about the main similarities, differences and changes occurring between different eras. Provide an overview of where and when the first civilizations appeared, and an in-depth study of an Ancient Civilization and the influence they had on the modern world.</p>	<p>Reasonably explain some similarities, differences and changes occurring within eras. Compare and contrast with life today. Use the school library and the internet to identify changes across a period. Identify areas that have stayed the same across various eras.</p>	<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered. Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change. Provide an overview of the similarities and differences between a non-European society and British History. Find out about beliefs, behaviour and characteristics of an ancient civilisation, recognising that not everyone shares the same views and feelings. Make comparisons between an ancient civilisation's social structures to today's social structures.</p>	<p>Provide detailed explanations of the most significant features of different themes, individuals, societies and events covered. Compare similarities, differences and changes within and across large periods of time, in terms of importance, progress or the type and nature of the change. Study the reasons for rapid changes in technology over certain periods of time. Study the complexity of different aspects surrounding a significant turning point in British History. Compare beliefs and behaviours in ancient civilisations studied in Upper KS2</p>

Historical Enquiry	Use photographs to talk about their family's past Know that photographs tell stories about our past	Use historical artefacts, photographs etc to find out about the past.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. Know what is a primary/secondary source and give examples.	Recognise some sources may be more reliable than others Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
Historical Interpretations		Know what an eyewitness account is.		Look at different accounts of history: know what is fact or opinion.	Look at different version of the same event, identify differences and talk about reasons why.	Know that some evidence is opinion. Give reasons why Evaluate evidence to choose most reliable.	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable