

Wrockwardine Wood CE Junior School

History Progression Document



Within our History curriculum, pupils will develop their substantive knowledge and disciplinary knowledge. Substantive knowledge refers to the knowledge of the past, which includes specific dates, significant individuals and events. In addition to this, pupils will learn the definition of key substantive concepts (such as empire, invasion and democracy) and demonstrate their understanding by beginning to relate the concepts to their unit of study. Disciplinary knowledge refers to the knowledge of history as a discipline and how historians use sources of evidence to construct their accounts and arguments. Pupils will understand how disciplinary concepts (such as cause and consequence, evidence and artefacts, and change and continuity) are used by historians to analyse the past. The progression of substantive and disciplinary knowledge are outlined in the progression document below.

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Unit of work	Gods and Mortals (Greeks) Emperors and Empires (Romans)	Tribal Tales (Stone Age) Vikings and Anglo-Saxon	1066	Off With Their Head (Tudors)	Egyptians A Child's War (WW2)	Fallen Fields (WW1) Revolution (Victorians)
High quality text links	Myths and Legends Goose Guards Roman Tales—Terry Deary	Stig of the Dump—Clive King Erik the Viking - Terry Jones	Theives of Ostia—Caroline Lawrence	Treason—Berlie Doherty	Secrets of a Sun King—Emma Carroll Goodnight Mr Tom—Michelle Magorian	Private Peaceful—Michael Morpurgo Wolves of Willoughby Chase—Joan Aiken

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Chronology	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline.	Dates and events can be sequenced on a timeline using AD or BC and an understanding of what BC and AD means. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline.	Different world history civilisations existed before, after and alongside others. Begin to demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Similarities and differences	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Explain the similarities and differences between two periods of history.	Explain the similarities and differences between two periods of history. Identify areas of similarities and differences between periods of history for common areas of human concern. Begin to identify similarities and differences between civilisations.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Compare and contrast two civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast an aspect of history across two or more periods studied.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Change, cause and consequence	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Changes over time can vary depending on factors such as beliefs and resources. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses.	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Describe the causes and consequences of a significant event in history.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history.

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Evidence and artefacts	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources.</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person. Questions can be used to evaluate the usefulness of a historical source.</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p>

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Historical significance.	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event.</p> <p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world history is significant.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative about a significant global event.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative about a significant global event.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>

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Key substantive concepts	Democracy Civilisation Invasion Empire Conflict	Settlement Agriculture Civilisation Invasion Conflict Kingdom	Monarchy King/Queen Conquest Settlement	Punishment Church King/Queen Monasteries Treason	Civilisation Trade Settlements King/Queen War Conflict Treaty Invasion	Invasion Treaty War Migration King/Queen Monarchy Empire Punishment Coronation

Key Vocabulary	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Historical communication	<ul style="list-style-type: none"> Dates Time period BC and AD BCE and CE Change Chronology Cause Consequence 	(In addition to previous year's vocabulary) <ul style="list-style-type: none"> Era Decade Century 		(In addition to previous year's vocabulary) <ul style="list-style-type: none"> Legacy Continuity 		(In addition to previous year's vocabulary)

Key Vocabulary	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Topic specific	Greeks: Hercules Athens Sparta Trojan horse Zeus Labyrinth King Midas Perseus Odysseus Olympics Medusa Amphitheatre Minotaur Parthenon Romans: Gladiator Barbarian Pantheon Colosseum Emperor Julius Caesar Soldier Baths Rome Chariot	Stone Age: Mammoth Neolithic man and woman Tribal Hunter-gatherer Civilisation Neolithic Archaeologist Settlement Skara Brae Stonehenge Vikings and Anglo-Saxon: Barbarian Raid Rebellion Tribe Monk Invasion Migration Bronze helmet Long boat Viking Shield Thor	1066: Norman English William Saxon Battle Arrows Harold Sword Cavalry Retreat Conquest	Tudors: Battle of Bosworth King Henry VII King Henry VIII War of the Roses Catholicism Protestant Hampton Court Palace Explorer Dissolution Banquet Crime Punishment	Egyptians: Sarcophagus King Tutankhamun Canopic jar Papyrus Egypt Giza Pyramids Afterlife Tomb Sphinx Mummy WW2: War Bomb Army Victoria cross Blitz Spitfire Medal Anne frank Winston Churchill Air raid shelter Gas mask Solider Evacuee	WW1: Wilfred Owen Air force Bombing raids Truce No man's land Soldier Trenches Great war Battlefield Cavalry Horseback Victorians: Queen Victoria Monarch Invention Charles Dickens Rural Revolution Government Crime