

## **Progression of Substantive and Disciplinary knowledge (conceptual and procedural) in History**

### **INTENT**

History teaches us about who we are, where we have come from and where we are headed. History at Brabourne CEP School aims to stimulate children's interest and understanding about the life of people who lived in the past.

We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based on their historical heritage. Thus, they learn to value their own and respect other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them the skills required to research past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving which can be used across a range of subjects.

Our History curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Brabourne is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

### **IMPLEMENTATION**

#### **By the end of EYFS, pupils will be able to:**

- recognise and describe a special time or event.
- speculate why things happen and give explanations about simple cause and effect.
- identify and describe some similarities and differences and they can

- observe and describe how things have changed or stayed the same in their lives
- sequence a few events using language relating to time

**By the end of Key Stage 1, pupils will be able to:**

- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

**By the end of Key Stage 2, pupils will be able to:**

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of historical information

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key substantive and disciplinary knowledge of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons, enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. Regular school trips provide further relevant and contextual learning. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local history and its place within the wider national and global context.

A typical teaching sequence will be as follows:

- Place the historical period being covered in the chronological context of previous learning, using a timeline.
- Connect learning to previous periods studied and recap key knowledge against the key concepts
- Identify and use key vocabulary related to historical enquiry and the period being studied
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts
- Interpret their findings, make comparisons and draw conclusions using elements of the key concepts
- Identify and learn about significant people and events and the impact they had
- Communicate their historical knowledge and understanding in an appropriate way
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences.

At the beginning of each unit and throughout, children revisit prior learning through the use of a main concept thread and link this to new learning being taught. Additionally, at the end of a learning sequence, children reflect on their new learning and skills and there is opportunity for further teaching when knowledge or skills have not been retained.

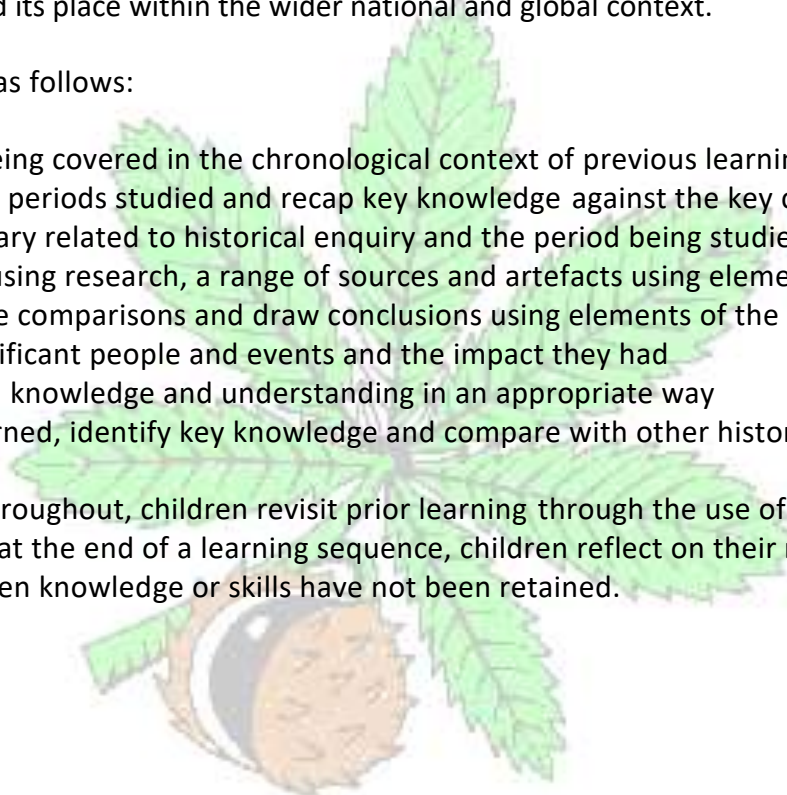
Our History concept threads are:

**Power & Legitimacy**

**Change & Continuity**

**Movement & People**

**Cause & Effect**



We teach our children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, develop skills in the following areas of history:

**Chronology** – so that our pupils can understand the chronology of history and understand key times and places.

**Similarities & Differences** – so that our pupils can identify similarities and differences between ways of life in different historical periods.

**Continuity & Change** - so that our pupils can identify how something may have changed and some stayed the same and to recognise if events were isolated or trends over time.

**Cause & Consequence** – so that our pupils can understand that some events in history have brought about another event which has produced implications and so that they can realise whether impacts of historical events/people had negative or positive impacts.

**Significance & Interpretation** – so that our pupils can identify what is important and why, whilst also understanding that our understanding of the past comes from different places and sources.

**Historical Enquiry** – so that our pupils can plan and carry out their own independent investigations to gain a better understanding of the past.

**Vocabulary** – so that our pupils can become more articulate historians.

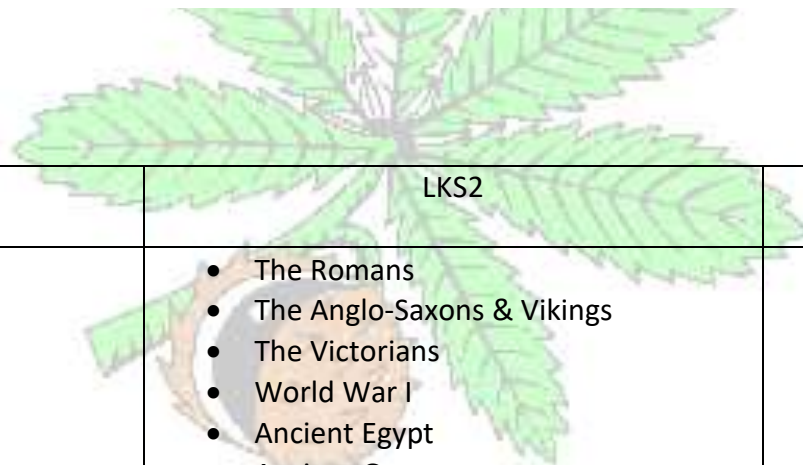
### **Overview of History Topics studied in our Curriculum:**

#### **EYFS**

In the reception class children will learn what is meant by the terms past and present. They will consider this initially in relation to their own lives, and compare what they can do and how they are now, to photos of themselves in the past, and as they have grown and changed since. They will begin to understand their family history as they learn about the different generations within it.

Within the topics covered children will learn about the lives and lifestyle of some famous people in history. For example if the children were to look at dinosaurs they would learn about the life and discoveries of Mary Anning whereas in our celebrations topic they would learn about Guy Fawkes. They will also learn about some of the stories behind the celebrations such as Diwali and Christmas. Children will also learn about how some things have changed over time. For example, in the topic on transport they will compare vehicles of today to those of the past.

Fiction and non-fiction books, rhymes, songs, pictures and photographs will be used throughout the year to support and deepen children's knowledge and understanding. Books such as Peepo will allow the children to consider how a task such as having a bath was done in the past by being filled with buckets and had by the fire, or ponder what items such as penny farthing are in the book You Choose. Rhymes such as Jack and Jill will be explored too as children understand what is meant by vocabulary such as pail, and what a well was for and why it was needed. Children will also use books to understand that the past does not just mean "a long time ago". Stories such as the Tiny Seed will be explored to show how the seed changed over time.



KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Monarchs in the Past</li> <li>• Grace Darling</li> <li>• The Great Fire of London</li> <li>• Robert Scott (Antarctica)</li> </ul>	<ul style="list-style-type: none"> <li>• The Romans</li> <li>• The Anglo-Saxons &amp; Vikings</li> <li>• The Victorians</li> <li>• World War I</li> <li>• Ancient Egypt</li> <li>• Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>• World War II</li> <li>• The Titanic &amp; Windrush</li> <li>• The Mayan Civilisation</li> <li>• Pre-historic Britain</li> </ul>

## **IMPACT**

At Brabourne, the impact of quality first teaching in History fosters a love and enthusiasm for the subject. Pupils are able to talk with confidence about what they have learnt in History using subject specific vocabulary. Pupils are able to recall their learning over time. Evidence of a broad and balanced history curriculum is demonstrated in the children's acquisition of substantive and disciplinary knowledge in their curriculum skills and Curriculum Writing books. Teachers review pupil attainment through formative assessment at the end of every lesson. Summative assessment is measured through pupil responses to Key Questions and through mind-mapping of prior knowledge at the beginning and reviewed at the end of each unit of study. End of unit quizzes also inform assessment, along with work produced in books, which is moderated as a staff. Moderations compare the aims of the school's history progression document, against work demonstrated in books. Data-drops are carried out 3 times a year and next steps for pupils working below expectations identified. Progress is reported to parents three times a year. Our subject leader also monitors the effectiveness of the history curriculum through carrying out regular monitoring evaluations. These evaluations are quality assured by the Curriculum Lead, SLT and T&L Governors. The effectiveness of history, within the broader curriculum, is also monitored through pupil and parental voice throughout the course of the year.



**Progression of Substantive & Disciplinary knowledge (conceptual and procedural)**

History	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<p><b>Conceptual Knowledge ~ Pupils should know by the end of the topic:</b></p>	<ul style="list-style-type: none"> <li>- about the lives of people around me and in society.</li> <li>- about similarities and differences between the things in the past and now.</li> <li>- about, and understand, the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- what a monarch is and where monarchs live.</li> <li>- who Queen Victoria and Elizabeth I were and what made them successful.</li> <li>- who Henry VIII was.</li> <li>- about the life of Queen Elizabeth II/King Charles III.</li> <li>- who Robert Scott was.</li> <li>- why Robert Scott was a significant explorer.</li> <li>- where Robert Scott explored.</li> <li>- how Robert Scott travelled on his voyages.</li> </ul>	<ul style="list-style-type: none"> <li>- how The Great Fire of London started.</li> <li>- what conditions helped the fire to spread.</li> <li>- about King Charles II.</li> <li>- who Samuel Pepys was.</li> <li>- how the Fire Brigade has changed through time.</li> <li>- who Grace Darling was and when she lived.</li> <li>- how Grace Darling changed lives.</li> </ul>	<ul style="list-style-type: none"> <li>- the legend of how Rome was founded.</li> <li>- how Rome grew into the Roman Empire.</li> <li>- features of the social structure and organisation of Ancient Rome.</li> <li>- about the life of a Roman Gladiator.</li> <li>- about Julius Caesar's failed invasion of Britain.</li> <li>- why and how the Romans successfully invaded Britain.</li> <li>- about the results of Boudica's revolt.</li> <li>- about life in Roman Britain.</li> <li>- how the Romans have influenced our lives today.</li> <li>- who was Alfred the Great.</li> <li>- why and how the Anglo-Saxons and Vikings invaded Britain.</li> <li>- about the struggles between the Anglo-Saxons and the Vikings.</li> <li>- how the Anglo-Saxons and Vikings</li> </ul>	<ul style="list-style-type: none"> <li>- about poverty in Victorian Britain.</li> <li>- about crime and punishment.</li> <li>- about the impact of Dr Barnardo's on children in Victorian Britain.</li> <li>- about the impact of the Industrial Revolution on Britain.</li> <li>- about the events that led to the start of WWI.</li> <li>- what life was like on the Western Front.</li> <li>- about the involvement of animals during WWI.</li> <li>- how the war ended and what happened afterwards.</li> <li>- how society in Ancient Egypt was organised.</li> <li>- who the pharaohs were and why they were important.</li> <li>- about Egyptian gods and goddesses.</li> </ul>	<ul style="list-style-type: none"> <li>- about the events that led to the start of WWII.</li> <li>- who the allies, axis and neutral countries were.</li> <li>- about life on the Front Line.</li> <li>- how the roles of women changed during the war.</li> <li>- why children were evacuated.</li> <li>- about The Battle of Britain and The Blitz.</li> <li>- how WWII ended.</li> <li>- the significance of the Titanic's maiden voyage.</li> <li>- the events that led up to the Titanic sinking.</li> <li>- how the Titanic influenced changes to sailing laws.</li> <li>- the significance of Windrush.</li> <li>- the impact Windrush had on our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>- the definition and time scale of human prehistory.</li> <li>- about early humans and the Palaeolithic period.</li> <li>- about people who lived on the Mesolithic period.</li> <li>- how people lived in the Neolithic period.</li> <li>- how people's lives changed during the Iron Age.</li> <li>- how people's lives changed during the Bronze Age.</li> <li>- where and when the first Mayan civilisation appeared.</li> <li>- about the life of the Mayans: foods, gods, society, jobs, leisure.</li> <li>- how the Mayan Civilisation has influenced our lives today.</li> </ul>

				have influenced our lives today.	<ul style="list-style-type: none"> <li>- about the achievements and inventions of the Ancient Egyptians.</li> <li>- who the Ancient Greeks were.</li> <li>- about the different types of government and the society in Ancient Greece.</li> <li>- about the Ancient Greek scholars and philosophers.</li> </ul>		
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Procedural Knowledge ~ Pupils should be able to:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>- use language relating to time.</li> <li>- organise events using basic chronology, recognising things happened before I was born.</li> </ul>	<ul style="list-style-type: none"> <li>- use words and phrases like: before, after, past, present, then and now.</li> <li>- sequence events from within my lifetime on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>- order events on a timeline from beyond my lifetime.</li> <li>- sequence events that occurred during a historical period.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the difference between BC, AD, BCE and CE.</li> </ul>	<ul style="list-style-type: none"> <li>- place dates and events on a timeline for a historical period.</li> </ul>	<ul style="list-style-type: none"> <li>- place key events from a period of history on a timeline in relation to one other period of history.</li> <li>- use more accurate dates when describing and sequencing events.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the chronology of key events in periods I am studying and how this time relates to other key periods in history.</li> <li>- summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...).</li> </ul>



<b>Similarity &amp; Difference</b>	<ul style="list-style-type: none"> <li>- identify and describe similarities and differences between myself and others.</li> <li>- compare and contrast characters from stories including figures and objects from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- describe change within living memory.</li> <li>- spot old and new things in pictures.</li> <li>- compare and contrast changes from a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>- describe change beyond living memory.</li> <li>- spot old and new things in pictures.</li> <li>- compare and contrast changes from a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>- describe similarities and differences within a time period.</li> </ul>	<ul style="list-style-type: none"> <li>- describe similarities and differences between a period of history and now.</li> </ul>	<ul style="list-style-type: none"> <li>- explain the differences in the lives of people from different social classes, cultures, religions, race.</li> <li>- undertake research in order to find similarities and differences between two or more periods in history and draw my own conclusions.</li> </ul>
<b>Cause &amp; Consequence</b>	<ul style="list-style-type: none"> <li>- say why things happen and give explanations.</li> </ul>	<ul style="list-style-type: none"> <li>- explain why a historical event happened and what happened as a result.</li> <li>- explain why an important person from history acted the way they did and what the impact of this was</li> </ul>	<ul style="list-style-type: none"> <li>- identify and give reasons for historical events and explain the impact.</li> <li>- explain how a historical event impacted on our nation.</li> </ul>			<ul style="list-style-type: none"> <li>- understand the impact of historical events on later periods of history.</li> <li>- evaluate how a historical event impacted on our nation.</li> </ul>
<b>Continuity &amp; Change</b>	<ul style="list-style-type: none"> <li>- observe and describe things that have changed and stayed the same during my life.</li> </ul>	<ul style="list-style-type: none"> <li>- explain what an object from the past might have been used for.</li> <li>- identify things that have changed or stayed the same during my life and from times before living memory.</li> </ul>	<ul style="list-style-type: none"> <li>- explain the links between significant events.</li> <li>- explain what changed and stayed the same</li> </ul>			<ul style="list-style-type: none"> <li>- summarise the main events from a period of history, explaining the order of events and making connections between them.</li> <li>- justify how or why things changed or did not change over time.</li> </ul>
<b>Significance &amp; Interpretation</b>	<ul style="list-style-type: none"> <li>- recognise and describe special times or events for me, my friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>- explain how historical events and people changed things.</li> </ul>	<ul style="list-style-type: none"> <li>- identify historically significant people and events and their impact.</li> </ul>			<ul style="list-style-type: none"> <li>- evaluate the impact of key historical people and events</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>- find out about things that have happened in my life by asking questions and looking at pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- research the past using a variety of secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>- explore a range of secondary sources and can differentiate between fact and opinion.</li> <li>- present the information I have learnt in a variety of ways.</li> <li>- use research skills to find answers to specific historical questions.</li> <li>- explain how historical artefacts can be used to help build up a picture of the past.</li> </ul>			<ul style="list-style-type: none"> <li>- evaluate the usefulness of primary and secondary sources in historical enquiry.</li> <li>- use a range of information, including my own research, to present a historical argument.</li> <li>- understand that some sources include facts and opinions and different evidence can lead to different conclusions.</li> </ul>

## History

### Reception

Calendar, past, present, the future, yesterday, today, tomorrow, year, day, time, parents, grandparents, change(d), same, different, remember, old, new, now, then.

### Year 1 and 2

#### Chronology, present, timeline, detective, artefact, research.

Monarch, King, Queen, heir, crown, inherit, succession, Parliament, reign, rule, family tree, past, long ago, chronological, The Great Fire of London, Pudding Lane, explorer, Samuel Pepys.

### Year 3 and 4

#### A.D., B.C., calendar, century, invasion, ancient.

AD, archaeology, BC, calendar, century, chronology, court, democracy, empire, The Vikings, The Anglo-Saxons, kingdom, immigrant, invasion, present, present, primary evidence, secondary evidence, on one hand, this source suggests, however, this source doesn't show, thousands of years, hundreds of years, effects, trench war, 20<sup>th</sup> Century, ancient, the Ancient Greeks, Ancient Egyptians, Dark Ages, World War I, infer, reason,

### Year 5 and 6

#### Decade, democracy, infer, source, chronological order, eye witness.

AD, century, chronology, decade, democracy, explorer, empathy, iron age, Parliament, past, Primary evidence, Secondary evidence, B.C.E. (Before the Common Era) A.D. ,C.E. (Common Era) fertile, on the one hand, primary evidence, this source suggests that, impact, legacy, change, infer, historian, chronological order, millennium, Iron age, monarchy, this source doesn't show that, suggest, B.C. (Before Christ) propaganda, World War II, child labour, to weigh up both sides, different experiences eye witness, consequences, my conclusion, vote.