

History Progression Document

Our curriculum has been designed to be progressive by setting out the specific knowledge we want children to learn, ordering it coherently, and building in opportunities to check that children are remembering what they have been taught.

This means that as children progress from unit to unit, year to year, they will be learning more and remembering more in history.

Pupils progress in history through developing their substantive and disciplinary knowledge.

- Substantive knowledge means their knowledge about the past. This includes their knowledge of when things happened and their understanding of substantive concepts.
- Disciplinary knowledge is their knowledge of the discipline. This includes how historians investigate the past, construct claims, arguments, and accounts.

Substantive and disciplinary knowledge are used in combination when pupils analyse sources or construct historical arguments.

Our curriculum has been designed to support pupils with securing the historical knowledge that enables them to build the foundations needed to meet the aims of the National Curriculum in England and the Statutory Framework for the Early Years Foundation Stage.

EYFS

History is taught in Early Years through the specific area of learning '*Understanding the World.*' Children have opportunities to find out about and understand people and their communities. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and about similarities and differences between themselves and others, and among families, communities and traditions.

At the age of 3 or 4, children's conceptual understanding of time is still developing and history in the EYFS reflects this. There is a focus on teaching the language of time and history teaching in EYFS begins with the children finding out about themselves and their families as well as the other children in their class and their families. The substantive concept of 'monarchy' is introduced through King Charles III and Queen Elizabeth II and they compare the Royal family tree to their own. Children explore the concept of time, by building an understanding of past and present, through learning about transport through the ages linked to the local area and the Leeds Liverpool Canal and Worth Valley Steam Railway.

National curriculum

The aims set out in the National Curriculum are overarching aims of the history curriculum from the beginning of Key Stage 1 to the end of Key Stage 3. The 6 core aims of the curriculum are:

British History: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

World History: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Historical perspective: gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Substantive Concepts: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Disciplinary Knowledge: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Disciplinary Concepts: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses:

British history:

Building coherent, chronological frameworks across the curriculum

Pupil's chronological knowledge relates to their knowledge of broader chronological frameworks, narratives and features of historical periods which support them to develop a 'sense of period'. Within KS1 and KS2, pupils study a wide breadth of historical periods and are supported to make connections between new content they are studying and what they have learned previously, adding to their mental timeline as they progress through the curriculum. These units support pupils with developing a coherent chronological narrative of British history and are taught in a largely chronological order within phases to help pupils understand how aspects of the past have impacted on what happened later in time (e.g. making connections between the Transatlantic Slave Trade and the Industrial Revolution).

Studying the lives of significant individuals who have shaped British history

Throughout the history curriculum, pupils learn about a diverse range of people in the past who have in some way shaped the British nation. This includes individuals who were born into powerful positions, such as Henry VIII, whose decision to 'break with Rome' and create the Church of England had a significant impact on religious practices in Britain, as well those in less powerful positions such as the Keighley suffragette Margaret Wintringham.

Making connections between local, national and global history to understand how Britain has influenced and been influenced by the wider world

Our History curriculum is a geographically broad curriculum designed to develop pupils understanding of the interconnectedness of human history. Through studying stories from different scales, from local through to global perspectives, pupils can deepen their understanding of modern multi-cultural Britain today. For instance, when studying WW1 children learn about soldiers from across the British Empire who fought in the trenches as well as soldiers in the local PALS regiments and the Keighley Roll Of Honour.

Developing chronological understanding: British historical periods studied across the curriculum

	EYFS	KS1	KS2
Early Britain (before 400 CE)		Discovering history Romans in Britain	The Stone Age to the Iron Age The rise and fall of Rome
Medieval/Middle Ages (400-1500 CE)		Kings, Queens, and Leaders Parliament and Prime Ministers	The Anglo-Saxons, the Scots, and the Vikings
Early Modern (1500-1800 CE)		The Tudors	The Trans-Atlantic Slave Trade The Industrial Revolution
Modern (1800 CE to present day)	All about me Kings and Queens Transport	Kings, Queens, and Leaders Parliament and Prime Ministers Powerful Voices	The Trans-Atlantic Slave Trade The Industrial Revolution The Victorian Age World War I The Suffragettes

World history

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

- *know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.*

Our History Curriculum supports pupils to do this by:

1. Introducing pupils to significant aspects of the history of the wider world, including the achievements and atrocities committed by humankind across the ages. We introduce pupils to historically significant aspects and events of the past, including WW1 and the Transatlantic Slave Trade. The curriculum includes the stories of many well-known people in the past, such as Julius Caesar, as well as looking at the lives of more ordinary people.
2. Building children's knowledge of diverse ancient civilisations: Ancient Egypt, Ancient Greece, and Ancient Rome.
3. Providing an in-depth study of a non-European society that provides contrasts with British history through an in-depth study of Baghdad c. 900 CE which includes the rise of Islam.
4. Developing an understanding of the rise and fall of empires across time and place. Our history curriculum ensures that by the end of KS2, children have begun to develop a secure, historicised understanding of what an empire is, examples of empires across time and place, and some understanding of the impact of empire building on politics and people. Developing an understanding of empire is a significant concept taught in our curriculum as we believe it to be essential to understanding modern Britain and the wider world today. Although we now view nation-states as the most common method of governing people, empires have been the most common type of political entity; more people have lived under empires than any other type of government. The pupils focus on the 'rise' of the Roman and Greek Empires and study the 'fall' of the Roman empire.

Historical Period studied across the curriculum: Wider world

	KS1	LKS2	UKS2
Early Britain (before 400 CE)	Discovering history Romans in Britain	Ancient Egypt Ancient Greece Life in Ancient Rome The rise and fall of Rome	
Medieval/Middle Ages (400-1500 CE)		The Anglo-Saxons, the Scots, and the Vikings The rise and fall of Rome	Baghdad c.900 CE
Early Modern (1500-1800 CE)			The Trans-Atlantic Slave Trade
Modern (1800 CE to present day)			The Trans-Atlantic Slave Trade World War I

Local, national, and global history

In our history curriculum, children gain an understanding of the interconnectedness of the history of the wider world, and national and local history grows over time as pupils progress through the curriculum. Here are the local history links in our curriculum:

	EYFS and KS1	LKS2	UKS2
Early Britain (before 400 CE)		Life in Ancient Rome: Ilkley, local example of a Roman settlement	
Medieval/Middle Ages (400-1500 CE)		The Anglo Saxons, the Scots, and the Vikings: Position of Keighley in Ancient Kingdoms/Silsden Hoard	
Early Modern (1500-1800 CE)			The Industrial Revolution in Keighley and the Aire Valley
Modern (1800 CE to present day)	EYFS transport: Worth Valley steam railway, Keighley bus and tram museum, and Leeds Liverpool Canal		World War I: WW1 in Keighley, Keighley Remembrance Parade, Keighley Roll of Honour The Suffragettes: Margaret Wintringham (Keighley Suffragette) The Victorian Age: Saltaire and Victorian Keighley including Cliffe Castle

Substantive concepts across the curriculum

There are a wide range of substantive concepts taught across the curriculum. Some are more general and can be applied across multiple units, e.g. 'empire' and 'monarchy', and some more specific to periods in time or events being studied, e.g. 'expansionism'.

EYFS	monarchy, law, and power
KS1	ancestry monarchy law tax parliament religion civil war power democracy civilisation empire invasion conquer rebellion protest civil rights equality
KS2	society migration religion trade conflict civilisation power hierarchy invasion law settlement monarchy civil war empire democracy Government war dynasty alliance tax social hierarchy slavery resistance revolt urbanisation industrialisation imperialism poverty propaganda patriotism nationalism feminism suffrage equality dictatorship refugee racism warfare genocide capitalism communism protectionism expansionism race

Example of substantive concept of 'monarchy'

	EYFS	KS1	LKS2	UKS2
Monarchy	All About Me/ Kings and Queens – concept of a family tree and the royal family in Britain	<p>Discovering History – the concept of a family tree and the royal family in Britain</p> <p>Kings, Queens and Leaders – what a king/queen is, what they do. Looking at the reigns of some significant monarchs including King John I, Henry III and Charles I</p> <p>The Tudors – the Tudor dynasty (Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I)</p>	<p>Ancient Egypt – pharaohs</p> <p>Anglo Saxons, the Scots and the Vikings – leaders of Anglo Saxon Kingdoms, Alfred the Great</p> <p>Ancient Rome – Rome's absolute monarchy</p>	The Victorian Age – reign of Queen Victoria

Disciplinary knowledge

Disciplinary knowledge is woven through our history curriculum through each unit being studied. Children learn about how historians study the past, make meaning and construct claims, argument and accounts within the historical context that they are studying. For instance, in The Suffragettes children discuss the argument for and against peaceful and violent demonstration.

The disciplinary concepts taught in the curriculum fall into two categories:

- Those focused on the processes by which evidence is established and accounts are constructed
 - Sources and evidence
 - Historical interpretations

- Those focused on the types of arguments taught
 - Cause
 - Consequence
 - Continuity and change
 - Similarity and difference
 - Historical significance

Sources and evidence

Children are given the opportunity to explore, discuss and analyse sources in each unit to develop their understanding of how historians use sources as evidence to back up their claims. For example:

KS1	LKS2	UKS2
<p>Y1 Discovering History – introduce to different types of sources, look at Mary Seacole’s autobiography</p> <p>Y1 Kings, Queens and Leaders – the Magna Carta</p> <p>Y1 Parliament and Prime Ministers – Bill of Rights</p> <p>Y2 Romans in Britain – written sources and things the Romans left behind (e.g. armour, weapons)</p> <p>Y2 The Tudors – analysing an image of Elizabeth I</p> <p>Y2 Powerful Voices – quotes from people in the past</p>	<p>Stone Age to the Iron Age – looking at how we find out about the past, including how archaeological discoveries have challenged preexisting beliefs e.g. Howick House, Cheddar Man</p> <p>Ancient Egypt – artefacts and remains of villages, the Rosetta Stone, Howard Carter’s discovery of Tutankhamun’s tomb</p> <p>Anglo Saxons, the Scots and the Vikings – Julius Caesar’s account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time</p> <p>Ancient Greece – the Parthenon, Elgin Marbles, Plutarch’s description of Spartan boys</p> <p>Life in Ancient Rome – preserved ruins of Pompeii</p>	<p>Baghdad 900 CE – the Alhambra, maps of trade routes, translated manuscript, tapestry on the Siege of Baghdad</p> <p>Transatlantic Slave Trade – speeches given, plan of the Brookes ship, quote from Olaudah Equiano</p> <p>The Victorian Age – painting of a Casual Ward, contemporaneous quotes, locally relevant sources</p> <p>World War I – first-hand accounts from soldiers, diary entry from Amar Singh</p> <p>The Suffragettes – NUWSS pamphlet, memoir of Frederick Pethick-Lawrence</p>

Types of arguments

These disciplinary concepts frame the questions and types of arguments that come up again and again in meaningful examples across the curriculum. Sometimes these concepts are discussed through questions discussed in lessons, including during the ‘Talk Tasks’, as well as being explored through ‘Tasks’ set by the teacher. These concepts frame the enquiry questions set for the end of unit assessments. Here are some examples across the curriculum:

Causation	Consequence	Change and continuity	Similarities and difference	Historical significance
<p>Y1 Kings, Queens and Leaders – what caused the barons to force King John to seal the Magna Carta?</p> <p>UKS2 World War I – what were the causes of the war?</p>	<p>Y2 The Romans in Britain -what was the impact of the Romans in Britain?</p> <p>LKS2 Ancient Greeks – legacy of Ancient Greece</p> <p>UKS2 World War I – what were the consequences of the war?</p>	<p>Y2 Romans in Britain – how did the Romans change Britain?</p> <p>LKS2 Stone Age to the Iron Age – what changed and what stayed the same?</p> <p>LKS2 Anglo Saxons, the Scots and the Vikings – how did life change between 450 and 1066?</p> <p>UKS2 The Industrial Revolution – how society changed because of the Industrial Revolution</p> <p>UKS2 The Victorian Age – how life during, and after, the Victorian era has changed/stayed the same</p> <p>UKS2 World War I – how warfare changed with the first ‘modern war’</p>	<p>Y2 The Tudors – between the rich and poor, religious beliefs and practises between Catholic and Protestants</p> <p>LKS2 Ancient Egypt – studying the lives of different people in Egyptian society</p> <p>LKS2 Anglo Saxons, the Scots and the Vikings – looking at the similarities and differences between way of life/settlements for Anglo Saxons and Vikings, life of the rich and poor</p> <p>LKS2 Life in Ancient Rome – how life in Ancient Rome was experienced differently by different people</p> <p>UKS2 The Industrial Revolution – between those owning factories and those working in them.</p> <p>UKS2 The Suffragettes – comparing how the NUWSS and WSPU campaigned for suffrage</p>	<p>Y1 Discovering History – why people study the past</p> <p>Y2 The Tudors – the significance of the Reformation</p> <p>Y2 Powerful Voices – beginning to develop children’s understanding that historians choose to study people who they think are ‘significant’</p> <p>LKS2 Anglo Saxons, the Scots and the Vikings – why have these people been ascribed historical significance?</p> <p>UKS2 The Industrial Revolution – the invention of the steam engine</p> <p>UKS2 The Victorian Age – Queen Victoria and Victorian inventions</p>

Skills in history

We do not have a list of prerequisite measurable skills for each year group in history. Unlike in subjects like music and PE, the tasks we ask children to ‘do’ in history cannot be improved in isolation through repeated practice. Therefore, we cannot measure discrete skills in history, as our skills in history are dependent on the children’s level of background knowledge (both substantive, and disciplinary). The type of tasks we engage with in our history lessons include but are not limited to:

- Analysing sources

- Making comparisons and drawing contrasts
- Discussing and constructing historical narratives
- Constructing informed responses, or arguments, through selecting and organising historical information

Progression in these areas is intrinsically linked to a pupil's substantive and disciplinary knowledge. For example, a pupil's ability to analyse a source well does not improve through engaging in discrete 'source exercises' but is dependent upon their knowledge of the historical content required to access the source, and their knowledge of how historians use sources. The curriculum has been designed to develop both substantive and disciplinary through repeated encounters in meaningful contexts over time.