

History Progression in The Acorn Federation

All of our learning in History follows the expectations of the National Curriculum. Our children follow a 2-year rolling cycle in the Garden Class and a 4-year cycle in the Meadow Class, ensuring coverage of the whole curriculum.

Please see relevant units in blue.

How we cover the National Curriculum Expectations

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>In the Early Years Foundation Stage, learning is linked to the following Early Learning Goals:</p> <p>Understanding the World (People and Communities)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World)</p> <p>Children know about</p>	<p>Key Stage 1 National Curriculum Expectations:</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; The Wright Brothers to the Moon Landings Changes in schooling and education events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aero-plane flight or events commemorated through festivals or anniversaries]; The Gunpowder Plot The Great Fire of London WW1 and Remembrance the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; Grace Darling Mary Seacole and Florence Nightingale 	<p>Key Stage 2 National Curriculum Expectations:</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; Derbyshire – a study over time tracing how several aspects of national history are reflected in the locality a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; Crime and Punishment from Anglo-Saxons to present Battle of Britain - Before and After – a significant turning point in British history Black and British the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece – a study of Greek life and achievements and their influence on the western world; a non-European society that provides contrasts with 	

similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	<ul style="list-style-type: none">significant historical events, people and places in their own locality. Sudbury Hall	British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 ; Benin (West Africa) c. AD 900-1300.
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The overview below shows how our curriculum develops pupils' knowledge of our chosen substantive concepts, which are encountered at different points of the Curriculum.

Garden Class (EYFS/KS1)

National Curriculum links and rationale Substantive Concept links

	Year A	Year B
Autumn 1	Changes in schooling and education Changes within Living Memory Church Empire	The Great Fire of London Events Beyond Living Memory that are significant nationally Settlement Monarchy
Autumn 2	The Gunpowder Plot Events Beyond Living Memory that are significant nationally Monarchy Kingdom	WW1 and Remembrance Events Beyond Living Memory that are significant nationally Invasion
Spring 3		
Spring 4	Grace Darling Significant Individual	Mary Seacole and Florence Nightingale Significant Individuals - Comparison Invasion Empire
Summer 5	The Wright Brothers to the Moon Landings Changes within Living Memory Empire	
Summer 6		Sudbury Hall Significant events, people and places in their own locality Settlement Agriculture Trade

Meadow Class (KS2)

National Curriculum links and rationale Substantive Concept links

	Year A	Year B	Year C	Year D
Autumn	Britain in the Stone Age 10000 BC to 2500BC Settlements Agriculture	Study of Ancient Egypt 3500BC to 300BC Trade Settlement Monarchy Agriculture Kingdom	Roman Empire (and its impact on Britain) 700BC to AD400 Invasion Trade Settlement Monarchy Church Empire	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor AD400 to 1066 Invasion Trade Settlement Monarchy Church Kingdom
Spring	How Britain changed from the Bronze Age to the Iron Age 2500BC to 800BC 800BC to AD43 Trade Settlement Agriculture	Study of Ancient Greece 800BC to 30BC Invasion Trade Settlement Monarchy Agriculture Church	Britain's settlement by Anglo-Saxons and Scots AD400 to AD1066 Invasion Trade Settlement Monarchy Agriculture Church Kingdom	Mayan Civilization 2000BC to 1500AD Non-European Society Trade Settlement Monarchy Agriculture Kingdom Empire
Summer	Crime and Punishment from Anglo-Saxons to present Changes in an aspect of British social history Settlement Monarchy Church Kingdom	Derbyshire – A study over time A local history study Invasion Trade Settlement Agriculture Church	Battle of Britain – before and after A significant turning point in British History Invasion Empire	Black and British Study of an aspect of British history beyond 1066 Settlement Church

Progression in History in The Acorn Federation

Knowledge and Understanding of Events, People and Changes in the Past (Includes knowledge of our substantive concepts)

Children will:

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Talk about past and present events in their own life and in the lives of family members. Recall and talk about significant events in their own experience.	Recall and recount some facts about people/events before living memory. Say why people may have acted the way they did.	Use information to describe the past. Describe the differences between then and now. Look at evidence and explain reasons why people in the past may have acted the way they did. Recount the main events from a significant event in history.	Find out about the everyday lives (clothes, food, buildings) of the people in the time studied. Offer a reasonable explanation for some events. (Why people acted as they did.)	Use evidence to reconstruct everyday life in the time studied. Using evidence sources, make comparisons with our life today (similarities and differences). Identify reasons for and results of people's actions.	Study different aspects of people in the past, e.g. differences between men and women. Examine causes and results of great events and the impact on individual people. Compare life in early and late historical periods. Compare an aspect of life, e.g. crime and punishment, with the same aspect in another period. Describe similarities and	Research and understand the beliefs, behaviour and characteristics of people in the past, recognising that not everyone shares the same views. Give own reasons why changes and the effects may have occurred, supported by evidence. Choose reliable sources of information to support views. Describe how the past influences life today. Make links between the

					differences between people, events and artefacts studied.	features of past societies (e.g. religion, houses.)
<u>Settlement</u>						
The idea of home.	There are different types of settlement. A community where people live and work.	Agriculture is essential for settlement. Buildings/services that settlers need. Settlers need water and natural resources.	Settlements have been defended in different ways over time. The role of rivers, hills and valleys in settlement.	Settlements have hierarchies. Settlements change through History.	The right to land can be disputed. Transport and infrastructure. Settlements have been abandoned in response to challenges. Reasons why settlements shrink or expand over time.	The role of trade in settlements. Colonisation. Exploration and expansion changes settlements. Migration and invasion affect settlement.
<u>Trade</u>						
Going to a shop.	Buying and selling at a market or shop.	Bartering – trading one thing for another.	Trading in different places. Merchants buy and sell.	Division of labour in society. (Different jobs). Settlements depend on trade to grow.	The importance of trade routes. Taxation of goods. Local, national and international markets for buying and selling. Impact of trade on migration.	Globalisation and its impact on trade. Risk and reward and its influence on exploration.
<u>Agriculture</u>						
A farmer farms.	There are different types of farms.	Farming is essential for settlement.	Tools and machinery have changed over time.	People need to protect their land. Some land is more fertile than others.	Surplus and deficit led to trade. This allowed people to live in cities.	Farming has developed at different rates in different places. This has affected

		Land ownership and how it has changed over time.	Early man was nomadic, so did not farm. Farming is essential for settlement.	Good land is desirable and can be fought over.	The bedrock of civilisation is farming. The type of land and climate determine the type of farming.	how communities and civilisations have changed over time. The move from foraging to farming led to hierarchical societies and taxation.
<u>Invasion</u>						
People coming from another place.	People taking power.	People coming to stay and settle – to occupy/intrude. Invasion involves conflict.	Invasion is usually met by resistance. Invasion brings change. Invasion can happen repeatedly.	Some places are harder to invade than others. Reasons and motives for invasion vary. Societies build defences against invasion.	Methods of invasion vary. It can be piecemeal or in one attack. Invaders believe they have justification for it.	The significance of unity in resisting invasion. Invasion affects laws and settlement. Invasion affects the economy. Invasion involves politics and tactics.
<u>Empire</u>						
A group of countries ruled by one.	There is one supreme ruler.	Empires can grow gradually or quickly.	Empires bring benefits and problems.	Expansion of trade, resources and ideas.	Imperialism is the reach of power across countries. Empires impose laws and culture on others. Reasons for Empires falling. The decline of Empires can be peaceful or violent.	Empires bring colonisation. Not all colonisers are oppressive. Historically there can be control by threat and reward – military, economic, political and cultural.

<u>Kingdom</u>						
Kingdoms are ruled by a monarch.	Kingdoms can be large or small.	Kingdoms need defence. They can grow or reduce.	There have been many different Kingdoms over time. Over time the number of Kingdoms has reduced. A Kingdom is not an Empire.	Kingdoms are one of the earliest forms of society. They are usually broken down into smaller territories.	Many ancient Kingdoms became Empires. Kingdoms often fall due to war or revolution. Difference between Kingdoms and Republics.	There is absolute power and constitutional (Political) power.
<u>Church</u>						
Many churches are old. A Church is used for Christian worship.	A church is a community building.	There are different types of church.	The church is seen as a wider community. The rules and ceremony in churches has changed over time.	There are networks of churches. There can be agreements and disagreements within the church community. When the early churches were built.	The power of the church has changed over time. There have been splits and disagreements within the church. There are different levels of authority and power within the church.	The power of Rome over part of the church and papal authority. The church's role in empire. People have been persecuted because of their association with the church. Heretics disagree with the church and its beliefs.
<u>Monarchy</u>						
Kings and Queens. Princes and Princesses.	Castles and Palaces. Concept of Royalty.	A Kingdom is ruled by a King or Queen. Monarchs relationship with government,	The difference between ruling and reigning. The concept of sovereignty.	Not all countries have a monarch. The power of Monarchies differs in different places.	Throughout history, royal dynasties have dominated. The power of Monarchs changes over time.	Importance of religion and relationship with religious leadership and faith. Monarchs rule until

		parliament and church.			Absolute power versus democracy.	death, abdication or revolution.
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Acknowledgement: The progression of our substantive concepts is based on and adapted from, DPSI's History Concept cards.

Chronological Understanding

Children will:

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Talk about the lives of people around them and their roles</p> <p>Know some similarities and differences between events and objects in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Understand the difference between events that happened in the past and the present.</p> <p>Describe events things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects on a simple timeline.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my adults were young.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in their life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a given scale.</p> <p>Use a timeline to place important events.</p>	<p>Place a time period on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on time line.</p> <p>Use key dates and vocabulary related to the period.</p> <p>Understand more complex historical vocabulary e.g. BC, BCE, AD, CE.</p>	<p>Sequence many key events on a given timeline.</p> <p>Use relevant terms and period vocabulary for a period of history.</p> <p>Make comparisons between different periods in the past.</p>	<p>Sequence several significant events and dates on a timeline.</p> <p>Know and use key dates and specific period vocabulary for a period of history.</p> <p>Understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and Prehistoric Britain.</p>

Historical Interpretation Children will:						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Begin to make sense of their own life-story and family's history.	<p>Look at books, topic books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Listen to adults talking about the past and their memories.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings and sites and the internet to find out about the past.</p> <p>Compare two versions of an event.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Use and distinguish between different sources, e.g. compare different versions of the same story.</p>	<p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Use text books to gather more complex historical knowledge.</p>	<p>Compare accounts of events from different sources, fact and fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Make links between sources of evidence and work out how historians arrived at their views and conclusions.</p> <p>Consider how to check the accuracy of interpretations, either fact, fiction or opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Independently use libraries and internet for research.</p>

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Historical Enquiry

Children will:

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask simple questions e.g. "Which things are old and which are new?"</p> <p>Look at objects from the past and ask questions, e.g. "What were they used for?"</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions. Look at and handle sources of evidence to answer questions about the past.</p>	<p>Use sources to find out about a period. Observe small details, e.g. in artefacts and pictures.</p> <p>Select and record relevant information.</p> <p>Begin to effectively use the library and internet for research.</p>	<p>Use a range of evidence and sources to build up a picture of a past event, e.g. documents, archive materials, the Internet, photographs, etc.</p> <p>Use relevant evidence to present a picture of one aspect of life in a past time period.</p> <p>Ask a variety of questions about the past.</p> <p>Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources of evidence.</p> <p>Use evidence sources to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recognise primary and secondary sources of evidence.</p> <p>Use a range of sources to gain a deeper understanding about one aspect of time past.</p> <p>Suggest omissions in knowledge and suggest how to find out.</p> <p>Bring knowledge gathered from several sources together in a cohesive account.</p> <p>Initiate and investigate my own lines of enquiry by posing an historical question.</p>

Organisation and Communication Children will:						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Sort events or objects into groups (then and now.) Use timelines to order events or objects. Tell stories about the past. Use drama to tell stories from the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate ideas about the past in different ways. Begin to organise information in different ways.	Communicate ideas about the past using a range of activities, e.g. writing, drawing, diagrams, data, drama or role-play, storytelling or IT. Effectively communicate knowledge and understanding. Recall, select and organise historical information.	Communicate ideas about the past using a range of activities, to include more structured report-writing.	Select and organise information to produce structured work. Plan and present a self-directed project or research about a studied period.