



History Concept Progression Document

Pupils make progress in history through developing their knowledge of the past (substantive knowledge) and their knowledge of how historians study the past and construct claims and accounts (disciplinary knowledge). At St James', we have deliberately woven in key concepts across from EYFS to UKS2. Through in-depth speaking and listening, children will learn to justify a stand or decision and draw connections between ideas that have been already taught. This enables progression through connectivity, complexity, and sophistication as the children learn to work like historians.

Substantive (First Order) Concepts:	EYFS	KS1	LKS2	UKS2
Migration	<p>Disciplinary (Second Order) Concept: Change and Continuity</p> <p><u>Welcoming People into our Community</u></p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p>Why might people move from one place to another?</p> <p>How long have my family lived in Clitheroe/ Lancashire? Have my family lived in different places? Why did my family move to Clitheroe/ Lancashire?</p> <p>Why is it important to be welcoming?</p> <p><i>Suggested texts and resources:</i> Moving to England by Floella Benjamin. Welcome by Barroux.</p>	<p>Disciplinary (Second Order) Concept: Significance</p> <p><u>Significant Explorers: Christopher Columbus and Neil Armstrong</u></p> <p>NC: 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.</p> <p>Why do explorers have to be so brave? What makes their explorations so special? Why had no British people travelled to America before? Why hadn't anyone people travelled to the moon before?</p> <p>(Danger, challenges, limited options for food and water etc)</p>		<p>Disciplinary (Second Order) Concept: Sources and Evidence <u>Anglo-Saxons</u></p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Why did the Anglo-Saxons come to Britain? (What can we learn about the Anglo-Saxons from the discoveries at Sutton Hoo?)</p> <hr/> <p>Disciplinary (Second Order) Concept: Historical Interpretations <u>Vikings</u></p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>What were the Vikings really like? Why did the Vikings migrate to Britain? Is it fair to call all Vikings 'brutal invaders'?</p> <p><i>Suggested texts and resources:</i> The Chessmen Thief by Barbara Henderson.</p>

Civilisation	<p>Disciplinary (Second Order) Concept: Sources and Evidence</p> <p>EYFS: <u>Our Hometown</u></p> <p>ELC Use different sources to find out about places and describe their features.</p> <p>EYFS Key Learning Research – find out about places. Ask questions, using different sources to find the answers (including books).</p> <p>Present: What can I find out about my home town? Past: How has our town changed over time?</p> <p>(Link to KS1: houses, fire station, fire-fighters, bakeries etc)</p>	<p>Disciplinary (Second Order) Concept: Causes</p> <p><u>The Great Fire of London</u></p> <p>NC: Events beyond living memory that are significant nationally or globally (e.g., The Great Fire of London)</p> <p>What features of London, a long time ago, might have helped cause The Great Fire of London?</p> <p>Suggested texts: Samuel Pepys' Diary (Y6 link: The White Phoenix)</p>	<p>Disciplinary (Second Order) Concept: Sources and Evidence</p> <p><u>Ancient Civilisations</u></p> <p>NC: A study of the achievements of the earliest civilizations - a depth study (Ancient Egypt)</p> <p>How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</p> <p>What can we learn about Ancient Egypt from the discoveries at Tutankhamun's tomb?</p> <p>Suggested texts and resources: BBC Teach, History Cheat Sheets</p>	<p>Disciplinary (Second Order) Concept: Causes</p> <p><u>Ancient Maya</u></p> <p>NC: A non-European society that provides contrasts with British history - Maya civilisation c. AD 900.</p> <p>What can we learn about Ancient Maya from their stepped monuments?</p> <p>(The stepped temples were built both as a statement of grandeur and as a route to the heavens above)</p> <p>Suggested texts: History Cheat Sheets</p>
	<p>Disciplinary (Second Order) Concept: Significance</p> <p><u>Clitheroe Castle, Robert de Lacy and the English Civil War.</u></p> <p>NC: Significant historical events, people and places in their own locality Who built Clitheroe Castle and why?</p> <p>How was Clitheroe Castle damaged during The English Civil War?</p> <p><u>Clitheroe Castle, Lancashire - Historic UK (historic-uk.com)</u></p>	<p>Disciplinary (Second Order) Concept: Change and Continuity</p> <p>NC: A local history study</p> <p>How has our school changed over the last 150 years?</p> <p>(Movement and expansion of buildings, the future etc)</p> <p>Suggested texts and resources: The School Pence Book The Lancashire Archives</p> <p>Mario: https://mario-lancashirecc.hub.arcgis.com/ (Link to Lancashire's borders changing 50 years ago?)</p>		

		<p><i>Disciplinary (Second Order)</i> <i>Concept:</i> <i>Significance</i></p> <p><u>Holmes Mill, John Taylor and The Textile Industry</u></p> <p>NC: Significant historical <u>events, people and places</u> in their own locality</p> <p>Who built Holmes Mill and why?</p> <p>When did the Mill cease to be used as a textile Mill and why?</p>		
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<p>Leadership</p> <p>How do leaders and people in power affect society?</p>	<p>Disciplinary (Second Order) Concept: Historical significance</p> <p><u>People who help us</u> e.g., Special People (role-models), Head teachers and School Leaders</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>EYFS Key Learning Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p>Who is special to me? Who has been a really good example/ role model to me? Who has made my childhood better?</p> <p>How does our headteacher help us in school/ make school better?</p> <p>Remembering Our leaders/ Memory Box Plaques: Stanley Curry (1952-1965) (Judith Blackburn's Dad) John Hindmoor (1966 -1983)</p> <p>How did Mr Curry and Mr Hindmoor improve our grandparents and great grandparents lives?</p> <p><i>Suggested texts and resources:</i></p> <ul style="list-style-type: none"> • Family history books 	<p>Disciplinary (Second Order) Concept: Historical significance</p> <p><u>Princess Elizabeth</u></p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>How did Princess Elizabeth's special message during WWII help children in Britain?</p> <p>Curiosity: How would you feel if you received a special message from a prince/ princess? (Introduce this activity with a message from a Disney Princess/ Monarch for the class)</p> <p>The statue in Rutland is one of the first memorials to the late Queen to be unveiled since her death. A New Statue of Queen Elizabeth II Complete With Corgis Is Unveiled (townandcountrymag.com)</p>	<p>Disciplinary (Second Order) Concept: Consequences</p> <p><u>Boudicca</u></p> <p>NC: The Roman Empire and its impact on Britain: British resistance, for example, Boudicca.</p> <p>What were the consequences of Boudica's resistance to the Romans?</p> <p>Why is she still honoured (by a statue in London) today?</p> <p>Artefact session: Boudicca's statue in London. What kind of person was she? Why would people honour a person in this way?</p> <p>KL: Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p>	<p>Disciplinary (Second Order) Concept: Similarities and difference</p> <p><u>Ancient Greece: Athens and Sparta</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>What values were of importance to the Athenians and Spartans? How did these values influence their different styles of leadership? How has Ancient Greece influenced styles of leadership in our country?</i></p> <p>Athenian Artefact Lesson – Ancient Greek Water Clock (See PDF PPT) KL: Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p> <p>Spartan Artefact Lesson: The Golden Statue of Leonidas</p> <p><i>Suggested texts and resources: The Wolf-Girl, the, the Greeks and the Gods by Tom Holland</i></p>
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<p>Childhood</p>	<p>Disciplinary (Second Order) Concept: Similarities and difference</p> <p>My Family History: Childhood toys Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>How are our toys different to the ones our grandparents used to play (with)?</p> <p>Texts and resources:</p> <ul style="list-style-type: none"> • Lost in the Toy Museum: an adventure by David Lucas (Walker Books, 2011) • Dogger by Shirley Hughes (Random House, 1979) • Too Many toys! by Heidi Deedman (Walker Books, 2015) • The Toymaker by Waddell Martin Waddell and Terry Milne (Walker Books, 1993) <p><u>Alternative:</u> How are holidays/ daytrips today different to the ones some of our grandparents used to experience?</p>	<p>Disciplinary (Second Order) Concept: Similarities and difference</p> <p>My Family History: Childhood Games</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>What games did you play outside when you were little?</p> <p>Texts and resources: The Big Alfie Out of Doors Storybook by Shirley Hughes</p>	<p>Disciplinary (Second Order) Concept: Change and Continuity</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>How did life change for children during prehistory in Britain? (Late Neolithic hunter-gatherers and early farmers, for example)</p> <p>How do we know what children's lives were like within pre-history? (Cave Paintings)</p> <p>Lesson 1: Artefact Lesson – What could cave paintings, including children's 'flutings' reveal about life for children in pre-history? KL: Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about...?'</p> <p>Prehistoric pre-school Prehistoric pre-school University of Cambridge Possible resources: BBC Teach Stone Arrows – Elizabeth Barber</p>	<p>Disciplinary (Second Order) Concept: Causes</p> <p>Local History: WWII Evacuation</p> <p>NC: A local history study</p> <p>Why were children evacuated to Clitheroe/ Lancashire and Cumbria during WWII?</p> <p>How did the local communities help and support these children?</p> <p>Lesson 1: Artefact Session – Images of Evacuated Children</p> <p>Suggested texts and resources: Goodnight Mister Tom by Michelle Majorian</p>
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History Progression Document- Whole School

	EYFS	KS1	LKS2	UKS2
Chronology	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> •Recognise the distinction between past and present. •Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). •Recognise that their own lives are similar/different from the lives of people in the past •Identify some similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> •Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. •Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time •Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. •Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. 	<ul style="list-style-type: none"> •Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends •Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. •Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. •Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales

<p>Events, People and Changes</p>		<ul style="list-style-type: none"> •Changes within living memory (including aspects of national life where appropriate) •Events beyond living memory which are significant nationally or globally. •The lives of significant individuals in the past who have contributed to national and international achievements. •Significant historical events, people and places in the pupils' own locality 	<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 •A local history study •The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) 	<ul style="list-style-type: none"> •Britain's settlement by Anglo-Saxons and Scots Ancient Greece – Greek life and achievements and their influence on the western world •A non-European society that provides contrasts with British history (Maya Civilisation) •The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor •A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (leisure and entertainment)
<p>Enquiry, Interpretation and Using Sources</p>		<ul style="list-style-type: none"> •Make simple observations about different people, events, beliefs and communities •Use sources to answer simple questions about the past e.g. which object is older? How do we know? •Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past •Consider why things may change over time •Recognise some of the reasons why people in the 	<ul style="list-style-type: none"> •Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' •Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence •Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' 	<ul style="list-style-type: none"> •Use a wide range of sources as a basis for research to answer questions and to test hypotheses •Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' •Recognise how our knowledge of the past is constructed from a range of different sources

		<p>past acted as they did. Ask questions e.g. what was different..?’</p> <ul style="list-style-type: none"> •Identify some of the basic ways the past can be represented e.g. through pictures •Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> •Recognise that different versions of past events may exist. •Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’ •Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. •Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> •Give some reasons for contrasting arguments and interpretations of the past. Ask, ‘Why have different stories been told about..?’ •Describe the results of historical events, situations and changes e.g. the impact on people’s lives •Evaluate sources and make inferences •Choose relevant sources of evidence to support particular lines of enquiry •Recognise that some events, people and changes are judged as more historically significant than others
<p>Communication</p>		<ul style="list-style-type: none"> •Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. •Use historical concepts such as now/then and same/different when making simple connections and noting contrasts •Describe special or significant events in their own lives •Demonstrate simple historical concepts and events through speaking, role-play, and picture stories •Retell simple stories about people and events from the past 	<ul style="list-style-type: none"> •Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. •Discuss some of the connections between local, regional, national and international history •Talk and write about historical events and changes by selecting and organising historical information and dates •Discuss historical issues and changes •Use relevant and appropriate historical terms such as settlement, invasion, 	<ul style="list-style-type: none"> •Describe and explain significant aspects of non-European societies as well as settlements in Britain •Discuss how Britain has influenced and been influenced by the wider world •Describe aspects of cultural, economic, military, political, religious and social history •Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. •Discuss and debate historical issues

		<ul style="list-style-type: none"> •Talk about who/what was significant/important in a simple historical account 	<p>primary/secondary evidence, civilization, empire etc.</p> <ul style="list-style-type: none"> •Communicate historical findings through a range of methods including the use of ICT, maps and timelines •Produce own accounts that make some connections and describe some contrasts 	<p>acknowledging contrasting evidence and opinions</p> <ul style="list-style-type: none"> •Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society •Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines •Produce structured work that makes connections, provides contrasting evidence and analyses trends
Vocabulary	<ul style="list-style-type: none"> • Old • New • Then • Now • Lives • Long ago • Time • Before • Today • Yesterday • Tomorrow • Morning • Afternoon • Evening • Last week • This week • Next week • Last night • This morning 	<p>Previously taught words plus:</p> <ul style="list-style-type: none"> • Old • New • A long time ago • Past • Present • Before • After • Future • Decade • Modern • Date order • Era/period • Events • Sequence • 	<p>Previously taught words plus:</p> <ul style="list-style-type: none"> •BC or BCE •AD or CE •Empire •Civilisation •Chronological order •Source •Timeline •Significant •Legacy •Conquest •Effects •Culture 	<p>Previously taught words plus:</p> <ul style="list-style-type: none"> • BC or BCE • AD or CE • Empire • Civilisation • Chronological order • Source • Timeline • Significant • Legacy • Conquest • Effects • Culture