

## Progression in History

Children’s understanding of the past is developed through both **substantive** and **disciplinary** knowledge.

**Substantive knowledge** refers specifically to knowledge of the past: people, events, etc...It includes:

- Topic knowledge - for pupils to engage meaningfully with the past, they need knowledge of the period/place/society they are studying.
- Chronological knowledge - pupils need to develop a secure overview of main developments and periods in order to make sense of their knowledge.
- Knowledge of substantive concepts - these are concepts such as ‘empire’, ‘invasion’, ‘parliament’ and ‘democracy’.

**Disciplinary knowledge** refers to knowledge of history as a discipline: i.e. how do historians construct knowledge about the past?

- At key stage 2, pupils need to know how historians analyse the past using concepts such as causation, change and continuity, similarity and difference and historical significance.
- They need to know how historians use sources of evidence to construct their accounts and arguments about the past.

### **National Curriculum history – aspects to develop** (September 2014)

<b>Key Stage 1</b>		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to</i>
<ul style="list-style-type: none"> <li>○ Changes within living memory- used, where appropriate, to reveal changes in national life</li> </ul> <p><i>See also wider world history</i></p> <p><i>Local history</i></p> <ul style="list-style-type: none"> <li>○ Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>○ Events from beyond living memory that are significant nationally or globally</li> <li>○ 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</li> </ul>	<ul style="list-style-type: none"> <li>○ Be aware of the past, using common words and phrases relating to time</li> <li>○ Fit people/ events into chronological framework</li> <li>○ Identify similarities / differences between periods</li> <li>○ Use wide vocabulary of everyday historical terms</li> <li>○ Ask and answer questions</li> <li>○ Choose and use from stories and other sources to show understanding</li> <li>○ Understand some ways we find out about the past</li> <li>○ Identify different ways in which past is represented</li> </ul>



<b>Key Stage 2</b> The following areas of study taught through a <u>combination of overview and depth</u> studies		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to</i>
<ul style="list-style-type: none"> <li>○ Changes in Britain from the Stone Age to the Iron Age</li> <li>○ The Roman Empire and its impact on Britain</li> <li>○ Britain’s settlement by Anglo-Saxons and Scots</li> <li>○ Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> <li>○ An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p><i>Local history</i></p> <ul style="list-style-type: none"> <li>○ A local study</li> </ul>	<ul style="list-style-type: none"> <li>○ The achievements of the earliest civilisations; depth study of one of: -Summer -Indus Valley -Egypt -Shang Dynasty</li> <li>○ Ancient Greece – life, achievements, influence</li> <li>○ Non-European society that contrasts with British history. One of: -Early Islamic civilisations inc study of Baghdad c 900AD -Mayan Civilisations c.900 AD -Benin (west Africa) c. 900-1300</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to develop chronologically secure knowledge of history</li> <li>○ Establish clear narratives within and across periods studied</li> <li>○ Note connections, contrasts and trends over time</li> <li>○ Develop the appropriate use of historical terms</li> <li>○ Regularly address and sometimes devise historically valid questions</li> <li>○ Understand how knowledge of the past is constructed from a range of sources</li> <li>○ Construct informed responses by selecting and organising relevant historical information</li> <li>○ <i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)</i></li> </ul>

**Progression in history** involves developing **historical perspective** through...

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and of abstract ideas
- Closer integration of history's key concepts (See section 5 below \*)
- Greater independence in applying all these qualities

(NB All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance.)

Work likely in...	Early Years →	Work likely at KS1 →	Work likely at KS2 →	Work likely at KS3
<b>1. Chronological knowledge/understanding</b> (including characteristic features of periods)	<ul style="list-style-type: none"> <li>- <i>Talk about the lives of the people around them and their roles in society.</i></li> <li>- <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></li> <li>- <i>Understand the past through settings, characters and events, encountered in books read in class and storytelling.</i></li> <li>- <i>Express their ideas and feelings using past, present and future tense.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Develop an awareness of the past</li> <li>- Use common words and phrases relating to the passing of time</li> <li>- Know where all people/events studied fit into a chronological framework</li> <li>- Identify similarities/differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop chronologically secure knowledge of history</li> <li>- Establish clear narratives within and across periods studied</li> <li>- Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>- Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</li> <li>- Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</li> </ul>
<b>2. Historical terms</b> eg empire, peasant	<ul style="list-style-type: none"> <li>- <i>Use and understand recently introduced vocabulary during discussions.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- Use historical terms and concepts in increasingly sophisticated ways</li> </ul>
<b>3. Historical enquiry- Using evidence / communicating ideas</b>	<ul style="list-style-type: none"> <li>- <i>Listen attentively and respond to what they hear with relevant questions.</i></li> <li>- <i>Ask questions to clarify their understanding.</i></li> <li>- <i>Write simple sentences that can be read by others.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer questions</li> <li>- Understand some ways we find out about the past</li> <li>- Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions *</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Construct informed responses by...</li> <li>- Selecting and organising relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>- Pursue historically valid enquiries * including some they have framed</li> <li>- Understand how different types of sources are used rigorously to make historical claims</li> <li>- Create relevant, structured and evidentially supported accounts</li> </ul>
<b>4. Interpretations of history</b>		<ul style="list-style-type: none"> <li>- Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Understand that different versions of the past may exist, giving some reasons for this</i></li> </ul>	<ul style="list-style-type: none"> <li>- Discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
<b>*5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</b>				
<b>5a. Continuity and change</b> in and between periods	<ul style="list-style-type: none"> <li>- <i>Know some similarities and differences between things in the past and now.</i></li> <li>- <i>Understand some important processes and changes in the natural world around them.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Identify similarities/differences between ways of life at different times</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Describe/ make links between main events, situations and changes within and across different periods/societies</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Identify and explain change and continuity within and across periods</i></li> </ul>
<b>5b. Cause and consequence</b>	<ul style="list-style-type: none"> <li>- <i>Offer explanations for why things might happen.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Recognise why people did things, why events happened</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Identify and give reasons for, results of, historical</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Analyse/ explain reasons for, and results of,</i></li> </ul>

		<i>and what happened as a result</i>	<i>events, situations, changes</i>	<i>historical events, situations, changes</i>
<b>5c.</b> <b>Similarity/Difference</b> within a period/situation (diversity)	<ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Know some similarities and differences between different religious and cultural communities in this country.</li> <li>Explain similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>- Describe social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>
<b>5d.</b> <b>Significance</b> of events/people	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Meet important members of society.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about who was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>- Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>- Consider/ explain the significance of events, people and developments in their context and in the present</li> </ul>