

Canon Popham Primary Academy History Disciplinary and Substantive Knowledge Progression

This document below has been designed to show how we will cover all of the relevant history disciplinary knowledge and substantive knowledge across our school. The context that this knowledge is taught in can be found in each Year groups long and medium term planning.

The highlighted statements show where knowledge is repeated as part of our spiral curriculum in order to ensure children are knowing and remembering more.

Key: DK – Disciplinary Knowledge

SK – Substantive Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>sequence events or objects in chronological order (DK)</p>	<p>sequence artefacts closer together in time (DK)</p> <p>sequence events (DK)</p> <p>sequence photos etc from different periods of their life (DK)</p> <p>describe memories of key events in lives</p>	<p>place the time studied on a time line (SK)</p> <p>sequence events or artefacts (DK)</p> <p>use dates related to the passing of time</p>	<p>Place events from period studied on a time line (SK)</p> <p>use terms related to the period and begin to date events (SK)</p> <p>understand more complex terms e.g. BCE/AD (SK)</p>	<p>Place current study on time line in relation to other studies (SK)</p> <p>know and sequence key events of time studied (DK)</p> <p>use relevant terms and periods labels</p> <p>relate current studies to previous studies (SK)</p> <p>make comparisons between different times in history</p>	<p>Place current study on time line in relation to other studies and demonstrate changes and development (SK)</p> <p>Place events, periods and cultural movements from around the world on a time line (SK)</p>
Using and creating Timelines	<p>TO USE TIMELINES (DK)</p> <p>Simple Scaled Timelines for lifetime of child.</p> <p>Timelines showing My Lifetime and My parents life time.</p>	<p>TO USE AND BEGIN TO MAKE TIMELINES FOCUSED ON ORDERING RATHER THAN ACCURATE SCALING (DK)</p> <p>Timeline marked with Centuries and</p>	<p>TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING (DK)</p> <p>Place events from the period studied on a timeline.</p>	<p>TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE(DK)</p> <p>Place events from the period studied on a timeline.</p>	<p>TO USE AND MAKE INCREASINGLY DETAILED TIMELINES, USING A RANGE OF SCALES (DK)</p> <p>Know how to add and draw periods of time on a timeline.</p>	<p>TO USE AND MAKE INCREASINGLY DETAILED TIMELINES, USING A RANGE OF SCALES (DK)</p> <p>With a high level of independence:</p>

	<p>Time line marked with decades from 1900</p> <p>Timeline marked with Centuries from 1066 onwards: children use this to sequence key events and to order monarchs</p>	<p>decades from 1066 onwards: focus is on sequence of events and order of monarchs with new events added in.</p> <p>An 'exploded' more detailed timeline is created for each period studied with children sequencing and putting dates on their visual representation.</p>	<p>The large overview timeline is used with children using the language of centuries and decades.</p> <p>An 'exploded' more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently. They then use this to sequencing events in the correct order.</p>	<p>Identify where the periods being studied are represented on the large overview timeline.</p> <p>Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy.</p>	<p>Uses timelines to place and sequence significant event or when people lived.</p>	<p>Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.</p> <p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p>
<p>Range and Depth of Historical Substantive Knowledge</p>	<p>begin to describe similarities and differences in artefacts (SK)</p> <p>identify differences between past and present in their own lives and other people's lives (SK)</p> <p>use a range of sources to find out features of the past</p>	<p>find out about people and events in other times (SK)</p> <p>describe similarities and differences comparing artefacts from now and then (SK)</p> <p>use evidence to explain reasons why people acted the way they did in the past (SK)</p>	<p>find out about everyday lives of people in time studied – Stone age, Romans (SK)</p> <p>compare with our life today identify reasons for and results of people's actions (SK)</p> <p>understand why people may have had to do something</p> <p>Study change through the lives of significant individuals (SK)</p>	<p>use evidence to reconstruct life in time studied – Anglo Saxons, Vikings, (SK)</p> <p>identify key features and events (SK)</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events (SK)</p> <p>develop a broad understanding of</p>	<p>study different aspects of life of different people (SK)</p> <p>examine causes and results of events and the impact on people</p> <p>compare life in early and late times studied</p> <p>compare an aspect of life with the same aspect in another period</p>	<p>find about beliefs, behaviour and characteristics of people and compare with those from another period studied (SK)</p> <p>identify how aspects of life have changed during time studied and give reasons why using evidence to support and illustrate their explanation</p>

				ancient civilisations (SK)	Study an ancient civilization in detail (e.g. Mayans) (SK)	know key dates, characters and events of time studied (SK) Compare and contrast ancient civilisations - Ancient Greeks, Egyptians
Interpretations of Historical Substantive Knowledge	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (DK)	compare pictures or photographs of people or events in the past identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness (DK) look at representations of the period (DK)	look at the evidence available (DK) begin to evaluate the usefulness of different sources (DK) use of text books and historical knowledge (DK)	compare accounts of events from different sources, fact or fiction (DK) offer some reasons for different versions of events (DK)	Link sources and work out how conclusions were arrived at (DK) consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions (SK) confident use of the library etc. for research (DK)
Historical Enquiry Disciplinary Skills	sort artefacts “then” and “now” (DK) use as wide a range of sources as possible (DK) speaking and listening (links to literacy) (DK) to ask and answer questions related to different sources and objects (DK)	use a source – why, what, who, how, where to ask questions and find answers (DK) sequence a collection of artefacts (DK) Use of time lines (DK) discuss the effectiveness of sources	use a range of sources to find out about a period (DK) observe small details – artefacts, pictures (DK) select and record information relevant to the study (DK) begin to use the library, e-learning for research ask and answer questions (DK)	use evidence to build up a picture of a past event (DK) choose relevant material to present a picture of one aspect of life in time past (DK) ask a variety of questions use the library, e-learning for research (DK)	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied (DK) select relevant sections of information (DK) confident use of library, e-learning, research (DK)	recognise primary and secondary sources use a range of sources to find out about an aspect of time past and suggest omissions and the ways of finding out (DK) bring knowledge gathering from several sources together in a fluent account (DK)

<p>Organisation, Communication and Application of Historical knowledge</p>	<p>Time lines (3D with objects/ sequential pictures) (DK)</p> <p>drawing drama/role play (DK)</p> <p>writing e.g. reports, labelling, simple recount (DK)</p> <p>appropriate ICT</p>	<p>write simple stories and recounts (DK)</p> <p>draw labelled diagrams (DK)</p> <p>appropriate ICT</p>	<p>communicate knowledge and understanding in a variety of ways e.g. discussions, pictures, writing, annotations, drama, models (DK)</p>	<p>select data and organise it into a data file to answer historical questions (DK)</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways (DK)</p> <p>work independently and in groups (DK)</p>	<p>present detailed findings, giving reference to historical skills being taught in a way that shows awareness of an audience (DK)</p> <p>work independently and in groups showing initiative (DK)</p>	<p>present information in an organised and clearly structured way and in the most effective/appropriate manner e.g. written explanations, tables, charts labelled diagrams (DK)</p> <p>recording reflect historical skills being taught (DK)</p> <p>make accurate use of specific dates and terms (DK)</p>
<p>Key Historical Vocabulary N.B. – Revisited vocabulary from prior learning is indicated in bold.</p>	<p>Year, decade, century, modern, ancient, long ago, remember, memories, timeline, history, What...? When...? Where...? artefacts</p>	<p>Decade, century, chronological order, significant, explorers, memorial, investigate, research, history, historian, evidence, What...? When...? Where...? Why...?</p>	<p>Chronological order, B.C.E, C.E. B.C, A.D. era/period, millennium, thousands of years, Stone age, Iron age, hunter-gatherer Romans, empire, invasion, invaders, civilisation, conquest, invention, archaeologist, archaeology, sources, significance, importance, impact, change, effects evidence – first hand and second hand</p>	<p>Chronological order, era/period, B.C.E, C.E, B.C., A.D., era/period, millennium, thousands of years, Romans, withdrawal, Anglo-Saxons, Vikings, invaders, invasion, empire, civilisation, settlers, migration, impact, effects, consequences, significance, importance, change, continuity, infer, first hand evidence, second hand evidence, archaeologist, archaeology, Historian</p>	<p>Chronological order, era/period, B.C.E, C.E, B.C., A.D., era/period, millennium, thousands of years, 20th Century, Mayans, Maya, Central America, Mexico, ancient civilisations hunter-gatherer, impact, effects, consequences, significance, impression, change, continuity, cause/s, infer, suggest, my conclusion, primary evidence, secondary evidence, source, archaeologist, archaeology, Historian</p>	<p>Chronological order, era/period, B.C.E, C.E, B.C., A.D., era/period, millennium, thousands of years, Ancient Greece, Ancient Egyptians, ancient civilisations, Pharaoh, pyramid, Tutankhamun, North Africa, Ancient Egypt, Sparta, Athens, democracy, reliable, reliability, biased, primary evidence, secondary evidence, impact, effects, consequences, significance, impression, change, continuity, cause/s, archaeologist, archaeology, Historian</p>