



# HISTORY Progression



The Ofsted Research Review for History states that ‘pupils make progress in the History curriculum by developing: :

- Their knowledge of the past (**substantive knowledge**). This is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Glenfield we have arranged this under 6 main concepts of significance, chronology, cause, similarities and differences and change and continuity.
- Their knowledge of how historians investigate the past and how they construct historical claims, arguments and accounts (**disciplinary knowledge**) This helps our historians to understand, debate and organise the substantive knowledge that they learn in history through enquiring, comparing and contrasting, weighing evidence and ordering chronologically

	EYFS	Year 1	Year 2
	<b>Substantive Knowledge</b> Our children will know the following:		
<b>Significance</b>	<ul style="list-style-type: none"> <li>• To talk about past events and to remember and talk about events their own events from their lives so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and describe special times and events for family and friends.</li> <li>• Recognises that some people in the past were significant and we remember them.</li> <li>• To know the significance of the three queens – Queen Victoria, Queen Elizabeth I and Queen Elizabeth II.</li> <li>• To know how significant seaside holidays were to British people.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and discuss who was important (e.g. in a simple historical account).</li> <li>• To know the significance of Florence Nightingale and the consequences of her actions in nursing.</li> <li>• To know who Samuel Pepys was, and why he is significant.</li> <li>• To analyse the significance of the Titanic.</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• To order their major life events so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To create simple timelines to sequence processes, events, objects within their own experience.</li> <li>• Confidently use vocabulary associated with the past, (e.g. old and new, then and now).</li> <li>• To know the order of which the queens reigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that historians use dates to describe when events happened.</li> <li>• Use phrases describing intervals of time, (e.g. before, after, at the same time, etc.)</li> <li>• To know the chronology of Florence Nightingale's life.</li> </ul>

			<ul style="list-style-type: none"> <li>To understand where the sinking of the Titanic fits in time with other periods of history I know about.</li> </ul>
<b>Cause</b>	<ul style="list-style-type: none"> <li>To begin to know why I can understand more recent memories more easily.</li> </ul>	<ul style="list-style-type: none"> <li>To give simple explanations why a person from the past acted as they did and discuss the consequences of those actions.</li> <li>To have a simple understanding of the cause of the boom in seaside holidays in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results.</li> <li>To know the cause of Florence Nightingale going to Crimea.</li> <li>To know the cause and consequence of the sinking of the Titanic.</li> </ul>
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>I can compare and contrast objects e.g toys from the past in the context of own Christmas presents</li> <li>Compare and contrast characters from stories, including figures from the past e.g. famous pirates</li> </ul>	<ul style="list-style-type: none"> <li>Recognises that buildings, clothing, transport or technology could be different in the past.</li> <li>Shows awareness of significant features not seen today.</li> <li>To compare the three different queens.</li> <li>Recognise the similarities and differences in transport throughout the queens' reigns.</li> <li>Compare and contrast toys from the past and now.</li> <li>To name some similarities and differences between seaside holidays now and seaside holidays in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and describes in simple terms some characteristic features of a person or period studied.</li> <li>Increasingly uses period specific language in explanations.</li> <li>To describe the similarities and differences between Florence Nightingale and Mary Seacole.</li> <li>To know that different people had different experiences on board the Titanic.</li> </ul>
<b>Change and Continuity</b>	<ul style="list-style-type: none"> <li>To talk about how I have changed since I was a baby and my time in Reception</li> <li>To know that I will continue to change as I grow up.</li> </ul>	<ul style="list-style-type: none"> <li>To match old objects to people or situations from the past.</li> <li>To describe how some aspects of life today differ from the past using simple historical vocabulary.</li> <li>To know how seaside holidays have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss similarities and differences not just between then and now, but also between then and another then .</li> <li>To know the change and continuity of Florence Nightingale's and Mary Seacole's life during and after the war.</li> <li>To describe the changes Florence Nightingale introduced.</li> </ul>

			<ul style="list-style-type: none"> <li>To describe the changes that were introduced as a result of key events studied (Great Fire of London &amp; the sinking of the Titanic).</li> <li>To know what could change in the future to stop another disaster like this one happening again.</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>Disciplinary Knowledge</b> Our children will be able to:		
<b>Enquiring</b>	<ul style="list-style-type: none"> <li>Be able to say who, where or what is significant/important to them based on first hand experience e.g. a parent, a birthday or a holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the term significant and explain why a significant individual is important.</li> <li>Explain why an event from the past is significant.</li> <li>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</li> </ul>	
<b>Comparing and contrasting</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences between themselves now and in the past as a baby</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that similarities and differences help us to make comparisons between life now and in the past.</li> </ul>	
<b>Weighing evidence</b>	<ul style="list-style-type: none"> <li>Know that we can learn about real events or people in the past through stories</li> </ul>	<ul style="list-style-type: none"> <li>Express an opinion about a historical source.</li> <li>Use a range of historical artefacts to find out about the past.</li> <li>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</li> </ul>	
<b>Ordering chronologically</b>	<ul style="list-style-type: none"> <li>Use familiar contexts and stories about the past to build a sense of timescale e.g. before I was born.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence significant information about the past in chronological order and place on a timeline.</li> </ul>	

	<p>- Sequence events in their own lives in chronological order using the language of time such as first, next, then, after that, before, past.</p>	<ul style="list-style-type: none"><li>• Use sequencing words such as first, next, finally, then and after that, to order information chronologically.</li></ul>
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