

History: Progression and Sequencing of Historical Concepts

	Chronology	Significance	Similarity and difference	Cause and consequence	Continuity and change	Enquiry	Interpretation
Year 1	<p>Understand the meaning of 'past' and 'present' in their own lives</p> <p>Understand the chronology of their own lives through timelines, objects and significant events</p> <p>Begin to understand their grandparents' childhoods as being further in the past and that a lot has changed between their grandparents' childhoods and their own</p>	<p>Talk about significant events in their own lives</p>	<p>Notice similarities and differences between different times, objects and events</p>				
Year 2	<p>Construct timelines of the lives of Mary Seacole, Florence Nightingale and Jane Goodall</p> <p>Start to develop a 'chronological framework' (understanding when these significant individuals lived in relation to today / when their grandparents were born, and how the world then was different to now)</p>	<p>Explain what makes a person significant</p> <p>Learn about three significant individuals and how they made the world a better place</p>	<p>Compare and contrast the lives of significant individuals</p> <p>Notice similarities and differences between the time of Mary Seacole / Florence Nightingale and now</p> <p>Make links between previous and current learning</p>				
Year 3	<p>Construct a timeline of the key events of the Stone, Bronze and Iron Ages</p> <p>Use the terms 'BC' and 'AD' and start to understand their meaning</p> <p>Understand that 'prehistory' means the time before written records</p>	<p>Talk about significant changes during prehistory</p> <p>Discuss the significance of prehistory to today's world</p>	<p>Notice similarities and differences between different time periods, artefacts, events, materials etc.</p> <p>Compare and contrast different interpretations of historians</p> <p>Compare and contrast what life was like in this period around the world</p> <p>Compare and contrast the past with today</p> <p>Make links between previous and current learning</p>	<p>Explain why certain changes took place in prehistory (for example, bronze replacing stone as a material because of the advent of mining, and the movement of people facilitating progress)</p> <p>Explain the consequences (or impact) of prehistory on today's world</p>	<p>Understand how people's lives changed over time from the Stone Age to the Iron Age (for example, materials, housing and food)</p>	<p>Create and present an enquiry titled 'If you travelled back in time, would you rather live in the Stone Age, Bronze Age or Iron Age? Why?'</p> <p>Draw on learning from throughout the unit</p>	<p>Understand that historians have different interpretations of the past</p> <p>Start to explain why this is the case (for example, different evidence giving different clues about the past)</p>

<p>Year 4</p>	<p>Construct a timeline of the key events of Ancient Greece</p> <p>Use the terms 'BC' and 'AD'</p> <p>Explain why, for example, 700BC (when the Odyssey and Iliad were written) is further back in the past than 460BC (when Hippocrates was born)</p>	<p>Learn about the roles and influence of the most significant gods and goddesses</p> <p>Discuss the significance of Ancient Greece to today's world</p>	<p>Suggest ways Ancient and modern Greece are similar and different</p> <p>Compare and contrast Ancient Greek religion and attitudes to gods and goddesses with modern religion(s)</p> <p>Compare and contrast the different systems of democracy in Ancient Greece</p> <p>Compare Ancient Olympics with Modern Olympics</p> <p>Investigate the similarities and differences between Athens and Sparta as city-states and compare with Sheffield in the modern day</p> <p>Compare and contrast different interpretations of historians</p> <p>Make links between previous and current learning</p>	<p>Explain the causes and consequences of how Greece expanded its empire</p> <p>Explain the consequences (or impact) of Ancient Greek culture on today's world</p>	<p>Notice ways Greece and its empire have changed from Ancient to Classical and from then to now</p> <p>Understand how in the 'Greek Dark Ages', people lived in small villages which developed into city-states during the Ancient Greek period</p> <p>Explain the influence of Greek democracy on the UK and compare Ancient Greek democracy with modern-day UK democracy</p> <p>Understand how the Olympics has changed over time</p>	<p>Create and present an enquiry titled 'How did a civilisation 2500 years ago change the world?'</p> <p>Draw on learning from throughout the unit</p>	<p>Engage with different interpretations of the Trojan War</p> <p>Understand that evidence does not always give us a full picture of the past and that historians can disagree – this means having different 'interpretations'</p>
<p>Year 5</p>	<p>Construct a timeline of the key events of the Anglo-Saxons</p> <p>Construct a timeline of the key events of the Vikings</p> <p>Use the terms 'BC' and 'AD', know that a century is 100 years and that the 8th century means 700-799AD, for example</p> <p>Understand what a concurrent timeline is</p>	<p>Explain the significance of the Battle of Brunanburh as the battle which unified the Anglo-Saxon kingdoms (a concept of 'Englishness' was born)</p> <p>Discuss the significance of the Anglo-Saxons and Vikings to today's world</p>	<p>Compare and contrast the Vikings with other tribes that had already invaded Britain</p> <p>Compare and contrast opposing views of the Vikings and the image we have of them</p> <p>Compare and contrast different interpretations of the Battle of Brunanburh</p> <p>Discuss the difference between conquest and assimilation</p> <p>Make links between previous and current learning</p>	<p>Explain the causes and consequences of the Romans leaving Britain in 43AD</p> <p>Talk about push and pull factors in the Vikings' decision to leave Scandinavia and the consequences of these</p> <p>Understand the cause and consequences of why certain interpretations of the Vikings exist</p> <p>Explain the consequences (or impact) of Anglo-Saxon and Viking culture on today's world</p>	<p>Explain how Britain during Anglo-Saxon and Viking times was not the same as Britain now, and give examples</p>	<p>Create and present an enquiry titled 'Raiders or settlers – how should we remember the Vikings?'</p> <p>Draw on learning from throughout the unit</p>	<p>Discern the 'message' of a source or artefact and what it is trying to tell us about the Vikings</p> <p>Understand how archaeological finds (for example, at Coppergate) might have changed archaeologists' and historians' perception/interpretation of the Vikings</p> <p>Engage with a range of sources and artefacts, including primary and secondary sources</p> <p>Evaluate what different historians and historical sources tell us about where the Battle of Brunanburh took place</p> <p>Explain why certain events in the past remain a mystery and why different historians believe different things</p>

<p>Year 6</p>	<p>Construct a timeline of the Second World War in Europe and Sheffield's role within it</p> <p>Develop historical perspective by placing their growing knowledge of the Second World War into the wider context of Europe</p>	<p>Create a 'hierarchy' of causes, ordering them from most significant to least significant and give reasons for their choices</p> <p>Form historically valid questions about significance</p> <p>Research the significance of the Sheffield Blitz</p>	<p>Compare and contrast Sheffield with other parts of Britain and draw conclusions about its role in the war</p> <p>Form historically valid questions about similarity and difference</p> <p>Explain the difference between primary and secondary sources</p> <p>Compare and contrast experiences of Sheffield children with those from eastern Europe who arrived on the Kindertransport</p> <p>Compare pre-war role of women to roles during the war, using conceptual language of cause and consequence</p> <p>Compare Sheffield during the Second World War with Sheffield today through rationing</p> <p>Make links between previous and current learning</p>	<p>Investigate causes and consequences of the Second World War</p> <p>Talk about short- and long-term timescales (causes)</p> <p>Understand the causes that led to Sheffield's role within the war and the consequences of this</p> <p>Form historically valid questions about cause and consequence</p> <p>Understand the cause and consequences of women's changing roles before, during and after the war</p> <p>Understand the causes and consequences of rationing</p>	<p>Note the ways in which Europe, the UK and Sheffield have changed before, during and since the Second World War</p> <p>Note the ways they have remained the same</p> <p>Articulate how the Sheffield Blitz changed Sheffield</p>	<p>Create and present an enquiry of their choice from a list of titles, such as 'How was the Second World War also Sheffield's war?', 'Did the Second World War change life for women in Sheffield?' etc.</p> <p>Draw on learning from throughout the unit</p>	<p>Understand that historians have different interpretations of the most significant cause of the Second World War</p> <p>Explain the difference between primary and secondary sources and the reasons these can be reliable or unreliable</p>
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