



Roadmap of progress – Developing Understanding of Chronology

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)	<ul style="list-style-type: none"> To understand their own life story To know who their parents and grandparents are. To know what new means To know what old means 	<ul style="list-style-type: none"> Know when the reigns of Queen Elizabeth I, Queen Victoria and Elizabeth II occurred in history. Know when Mary Anning and Florence Nightingale achieved their accomplishments. Know when the Great Fire of London occurred. Know when the Gunpowder Plot occurred. Know when the achievements of Christopher Columbus, Captain Cook and Neil Armstrong occurred in history. Understand that toys have changed during living memory.
Disciplinary Knowledge (the knowledge taught in history about how historians work)	<ul style="list-style-type: none"> Appreciate the difference between old and dirty or worn. Know the difference between old and new. Know the difference between long ago and now Compare old and new objects/ artefacts be able to put up to two artefacts or events in order. Begin to appreciate that their life is different to the lives of people in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Appreciate the difference between long ago and very long ago. Create a simple timeline to capture recent events. Remember parts of stories they have read or have had read to them which involve memories about the past. Recognise that familiar objects we have today would have been different in the past, i.e., telephone. Begin to appreciate what a timeline is by looking at a timeline over the past 10 years. Describe memories and changes that have happened in their own lives. Understand and use the words past and present when telling others about an event. Order a few events and artefacts from the recent past. Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
Key vocabulary	yesterday, last week, old and new.	Today, past, present, future, modern, older, before, after, earlier, later, decade, century, now, then, reign, Victorian Era, Tudor, Elizabethan, timeline

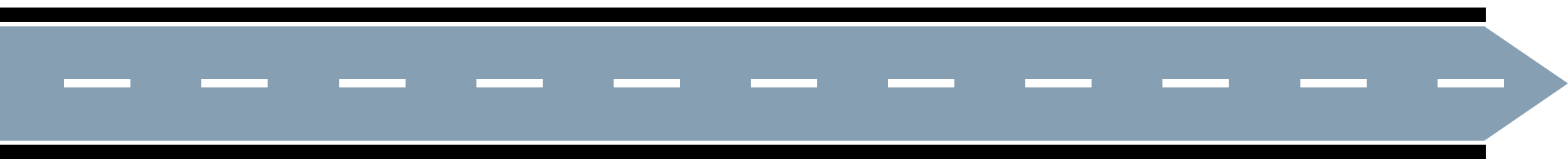




Roadmap of progress – Developing Understanding of Chronology

Lower Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• To know about the shift from the Stone Age → Bronze Age → Iron Age.• To know and explore where the Ancient Egyptian era sat in relation to other historical eras.• To order significant events during the Ancient Greek Civilisation.• Recognise some parallels across time periods.• To know when the Anglo-Saxons lived in the North-East of England• To know when the Roman Empire developed in Britain.• To when the Maya civilisation occurred.
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	<ul style="list-style-type: none">• Begin to understand that the past is divided into different named periods of time• Start using a timeline that identifies different centuries.• Able to use dates to explain British, local and world history.• Use appropriate dates and chronological conventions, e.g., BC, AD.• Put artefacts or information in chronological order from a long time ago.• Understand that significant discoveries or inventions changed the lives of people, e.g., the wheel or iron ore.• Use words and phrases: century, decade.• Place events, people, and changes of British, local and world history on a timeline.• Accurately set out different events onto a timeline, including the unit being studied.• Appreciate that some historical events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.• Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation• Use words and phrases: century, decade
<p>Key vocabulary</p>	<p>ancient, era, BC, AD, decade, chronology, timeline, legacy, empire, decline, pre-classic, classic, post-classic, colonial, Old Kingdom, Middle Kingdom, New Kingdom, Prehistory,</p>

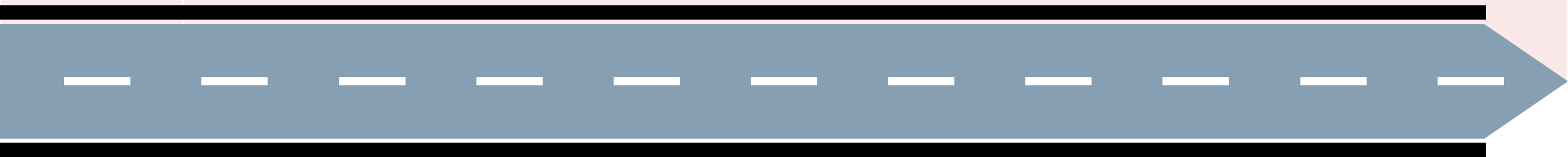




Roadmap of progress – Developing Understanding of Chronology

Upper Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• To know that Great Britain was once ruled by an absolute monarch and is now ruled by a constitutional monarch.• To understand where monarchs and events within their rules fit in history.• To understand the impact of the reformation upon England.• To understand how crimes and punishment have changed over time.• To place different periods in time on a timeline, discussing their chronology in relation to one another.• To understand how the nature and impact of conflict has changed over time.• To know what the industrial revolution was and its impact on Britain.• To understand the concept of change, relevant to the unit of work.• To understand the chronology of George Stephenson and William Towers.• To know the key events of WW2 in chronological order.• To know why the home front aims and objectives changed throughout WW2.
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	<ul style="list-style-type: none">• Have a secure understanding of a British timeline that extends from the Stone Age to the present day.• Know and sequence key events of time studied, using dates accurately.• Order an increasing number of significant events, movements and dates on a timeline using dates accurately.• Show a chronologically secure knowledge and understanding of local, national, and global history.• Describe connections, contrasts and trends over short and longer time periods.• Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.• Know and describe in some detail the main changes to an aspect in a period of history being studied.• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.• Identify specific changes within and across different periods over a prolonged period of history.• Use timelines to place events, periods, and cultural movements from around the world.• Use timelines to demonstrate changes and developments in culture, technology, religion, and society.• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.• Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.• Name date of any significant event studied from past and place it correctly on a timeline.
<p>Key vocabulary</p>	<p>Absolute, constitutional, BC/AD, decade, century, Industrial Revolution, period, WW1, WW2, Greeks, Romans, Crusades, Stone Age, Bronze Age, Iron Age, Vikings, Middle Ages, Victorian, Tudor, Henry VIII and his wives, Mary I, Edward VI, Elizabeth I</p>





Roadmap of progress – Communicating History

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)	<ul style="list-style-type: none"> To understand that there are different occupations 	<ul style="list-style-type: none"> Know why Queen Elizabeth I, Queen Victoria and Queen Elizabeth II are remembered. Know about the lives and achievements of Mary Anning and Florence Nightingale. Know about the causes and impact of The Great Fire of London based on sources of information. Know how and why the Gunpowder Plot occurred. Know the achievements of Christopher Columbus, Captain Cook and Neil Armstrong. Compare a range of present and historical toys.
Disciplinary Knowledge (the knowledge taught in history about how historians work)	<ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Talk about the lives of people around them and their roles in society. Talk, draw and write to show ideas/communicate understanding. Begin to sequence pictures to show time order. 	<ul style="list-style-type: none"> Sort events or objects into groups (i.e., then, and now.) Use timelines to order events or objects. Tell stories about the past, including role-play. Talk, draw or write (reports, labelling, simple recount) about aspects of the past. Begin to use ICT to communicate and understand facts. Use a wide vocabulary of everyday historical terms to describe objects, people, or events in history. Speak about how he/she has found out about the past e.g., through role-play. Make labelled drawings, tables and writes sentences, speaking (including in drama) and uses ICT to begin to show ideas. Present historical information in a simple nonchronological report, independent writing, chart, structural model, fact file, quiz or story.
Key vocabulary	Family, parents, grandparents, before, after, next	monarch, reign, achievements, evidence, diary, source, eye-witness, discovery, photograph, painting, letter, compare, similar, different, change, remember,



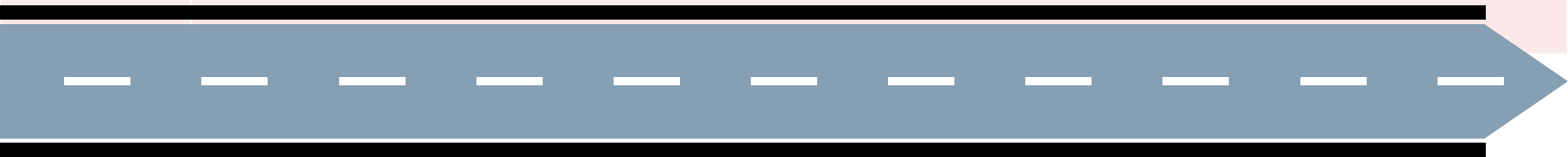


Roadmap of progress – Communicating History

Lower Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	
<p>Key vocabulary</p>	

<ul style="list-style-type: none">• Know connections, contrasts and trends over time.• To know about how civilisations have changed over time.• Identify significant features through different periods of time.
<ul style="list-style-type: none">• Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.• Comments on the usefulness and accuracy of different sources of evidence.• Researches a specific event from the past to then write about this.• Organise answers well.• State conclusions.• Give reasons for ideas• Uses some dates and historical terms• Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.• Embed events within the wider historical context of the time period.• Display findings in a variety of ways - work independently and in groups.• Construct own responses, beginning to select and organise relevant Historical information.
<p>Connections, civilisations, change, primary sources, secondary sources, evidence, explain, find out, significant,</p>

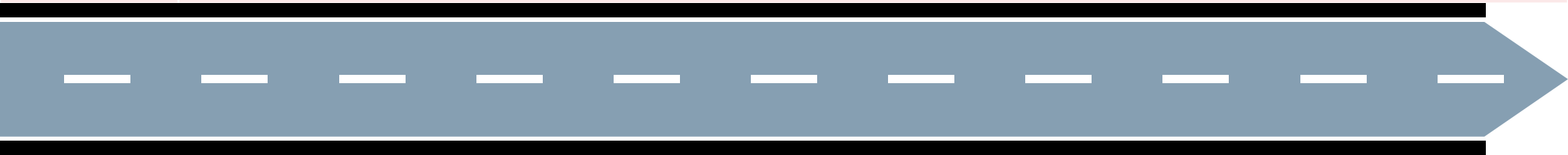




Roadmap of progress – Communicating History

Upper Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• To explain how to use historical terms and vocabulary.
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	<ul style="list-style-type: none">• Present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.• Provide an account of a historical event based on more than one source.• Use appropriate terms, matching dates to people and events.• Record and communicate knowledge in different forms - work independently and in groups showing initiative.• Communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.• Select and organise information to produce structured work, making appropriate use of dates and terms.• Use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY
<p>Key vocabulary</p>	<p>Change, continuity, cause, consequence, chronology, evidence</p>





Roadmap of progress – Investigating the Past

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)	<ul style="list-style-type: none"> To know that something is in the past if it has already happened 	<ul style="list-style-type: none"> Identify what life was like during the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. Use historical sources of information to find out about the lives of Mary Anning and Florence Nightingale. Identify why The Great Fire of London spread quickly. Understand why The Gunpowder Plot failed. Know the achievements of Christopher Columbus, Captain Cook and Neil Armstrong and how exploration has changed over time. Understand how toys have changed since the Victorian Era.
Disciplinary Knowledge (the knowledge taught in history about how historians work)	<ul style="list-style-type: none"> Ask questions or make remarks about illustrations in a book they are reading which may be set in the past. Begin to recognise that characters in a book they know acted as they did because it was a long time ago. 	<ul style="list-style-type: none"> Respond to simple questions about the past. Observe and handle artefacts and ask simple questions about the past. Offer an opinion as to why something may have happened in the past and why they know Explore events, look at pictures and ask questions e.g. “Which things are old, and which are new?” or “What were people doing?” Look carefully at pictures and objects to find information and respond to simple questions about the past. Identify different ways in which the past is represented. Ask and answer questions such as: ‘what was it like for a?’, ‘what happened in the past?’ ‘how long ago did happen?’ Begin to understand the reasons why people in the past acted as they did from a range of sources. Choose and select evidence and say how it can be used to find out about the past.
Key vocabulary	Past, then, now, long ago	compare, similar, different, change, evidence, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, Guy Fawkes, King James I, Robert Catesby, Samuel Pepys, Thomas Farriner, King Charles II, Great Fire of London, London, Pudding Lane, River Thames, cause, effect, Florence Nightingale, Mary Anning, Crimean War, Scutari, Lyme Regis, Jurassic Coast, Christopher Columbus, Captain Cook, Neil Armstrong, Botany Bay, The Americas, Cookstown, New South Wales, The New World, material, technology,





Roadmap of progress – Investigating the past

Lower Key Stage 2

Substantive knowledge
(the knowledge being imparted at any given point)

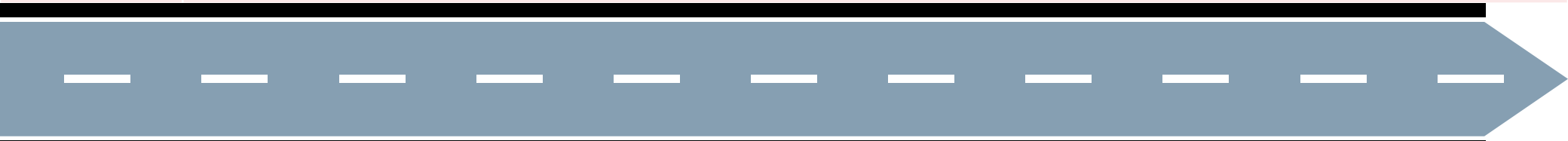
- Identify how life and society in pre-historic times changed (Stone Age to Iron Age)
- Know about Ancient Egyptian beliefs, culture and society.
- Know about Ancient Greek beliefs, cultures and society.
- Know about the Roman Empire in Britain
- Know about how life for the Anglo-Saxons in the North-East of England.
- Know about the beliefs, culture and society of the Maya Civilisation.

Disciplinary Knowledge
(the knowledge taught in history about how historians work)

- Use a range of sources to find out about a period.
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.
- Explain that there are distinct types of evidence and sources that can be used to help represent the past.
- **Understand the difference between primary and secondary sources of evidence.**
- **Suggest sources of evidence from a selection provided to use to help answer questions.**
- **Use evidence to build up a picture of a past event.**
- **Ask a variety of questions.**

Key vocabulary

Greek, Roman, Egyptian, Maya, Viking, Anglo-Saxon, Stone Age, Iron Age, Bronze Age, Britain, Ancient, civilisations, era, evidence, primary and secondary source, agriculture, astronomy, architecture, infrastructure, trade, slave, merchant, warrior, priest, artisan, hierarchy, polytheistic, festival, rituals, ceremony, sacrifice, mythology, drought, temple, pyramid, tomb, deities, god, goddess, pagan, afterlife, invade, settlement, conversion, raid, pillage, domesticated, dwelling, tribe, territory, Republic, Legion, empire, democracy, citizen, conquest, religion, monk,

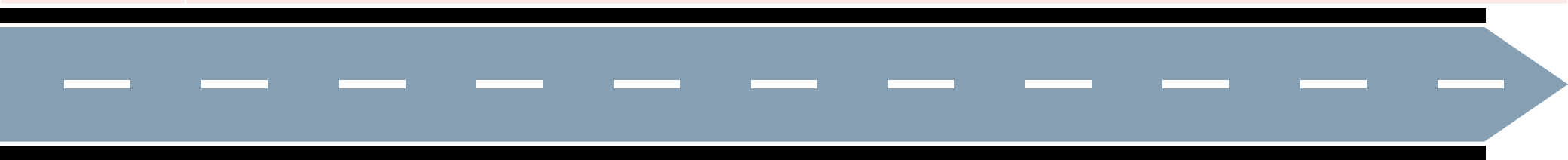




Roadmap of progress – Investigating the past

Upper Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• To understand the differences primary and secondary sources of evidence.• To know that not one single source of evidence gives the full answer about questions of the past.• To know what it was like to live on the home front during WW2
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	<ul style="list-style-type: none">• Recognise when they are using primary and secondary sources of information to investigate the past.• Use a wide range of evidence to build up a picture about the past.• Realise that there is often not a single answer to historical questions.• Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context• Recognise primary and secondary sources.• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites• Investigate own lines of enquiry by posing historically valid questions to answer• Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.• Bring knowledge gathered from several sources together in a fluent account.
<p>Key vocabulary</p>	<p>Primary and secondary sources, industry, industrialisation revolution, population, hygiene, factory, wages, sanitation, agriculture, poverty, export, labour, leisure, laissez-faire, sovereign, monarch, economic reform, invention, collieries, illegal, conditions, class, social reform, workhouses, welfare, Tudor, society, citizen, labourers, Protestant, faith, heretic, heresy, ritual, relic, Reformation, dissolution, monastery, thesis, taxes, poverty, vow, defence, morale, Blitz, rationing, trench warfare, hunter-gatherer, phalanx, hoplite, legion, corporal punishment, capital punishment, poaching, crime, feudal system,</p>





Roadmap of progress – Thinking like a Historian

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)		<ul style="list-style-type: none">• Recognise similarities and differences between Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.• Compare the achievements of significant women in history.• Know the impact of The Great Fire of London and the measures taken to ensure it did not happen again.• Know the reasons why we still remember and celebrate Bonfire Night.• Recognise and identify how exploration has changed over time.• Identify what has influenced the change in toys over time.
Disciplinary Knowledge (the knowledge taught in history about how historians work)	<ul style="list-style-type: none">• Look at or touch objects from the past and comment on appearance.• Give a reason for why something has changed between now and the past.• Recognise that the past is different from today.	<ul style="list-style-type: none">• Begin to identify and recount historic details from the past from sources e.g., pictures/stories .• Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television.• Talk about some people and events that they have studied and give reasons for their actions.• Consider the differences between 'long ago' and 'now.'• Appreciate the people in the past who have contributed to national and international achievements. (Florence Nightingale, Mary Anning, Captain Cook, Neil Armstrong, Christopher Columbus)• Recount historic details from eye-witness accounts, photos, and artefacts. (Great Fire of London)• Begin to reflect on the significance of what has been learnt from the past.• Develop an awareness of the past and comment on how they found out.
Key vocabulary	Past, now, long ago, same, different, new, old	impact, significant, influence, discover, achievement, similarities, differences, change,





Roadmap of progress – Thinking like a Historian

Lower Key Stage 2

Substantive knowledge
(the knowledge being imparted at any given point)

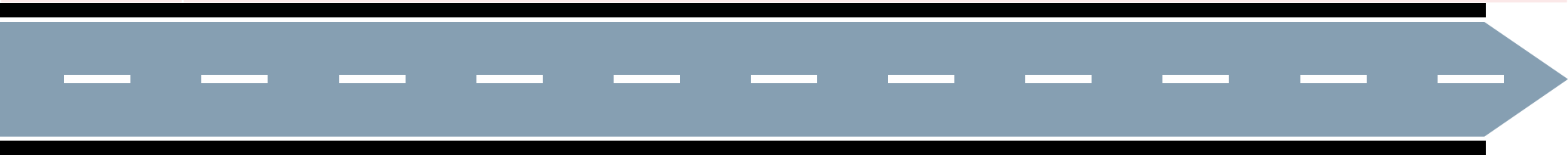
- Explain how life and society developed and changed in pre-historic times (Stone Age to Iron Age)
- Explain the Ancient Egyptian beliefs, culture and society.
- Explain Ancient Greek beliefs, cultures and society and their impact on the wider world today.
- Explain the impact of the Roman Empire on Britain
- Explain how life changed for the Anglo-Saxons in the North-East of England.
- Explain and compare the beliefs, culture and society of the Maya Civilisation.

Disciplinary Knowledge
(the knowledge taught in history about how historians work)

- Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.
- Start to compare two versions of a past event.
- Observe and use pictures, photographs, and artefacts to find out about the past.
- Start to use stories or accounts to distinguish between fact and fiction.
- Explain that there are distinct types of evidence and sources that can be used to help represent the past.
- **Look at more than two versions of the same event or story in history and identifies differences.**
- **Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.**
- **Begin to talk about the impact of a past action on our lives today.**
- **Talk about similarities and differences between contrasting times in the past according to the periods of history studied.**

Key vocabulary

Compare, contrast, similarities, significant, differences, impact, evidence, source, artefact, change, influence, achievement,





Roadmap of progress – Thinking like a Historian

Upper Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• To understand where there is change and continuity across time periods.• To identify cause and consequence for events.• To recognise similarities and differences between a period/situation.• To explain the significance of events of people.• To know what particular crimes and punishment were identified in different periods of time.• To understand the cause and impact of varying punishments.• To know about the changes in weaponry and tactical warfare between different historical periods.• To know the causes of many different conflicts and their effects• To understand how the landscape and extent of change in Britain changed dramatically after the industrial revolution• To know the Governments response in tackling the war effort and modern-day crisis, such as the Covid 19 pandemic
<p>Disciplinary Knowledge (the knowledge taught in history about how historians work)</p>	<ul style="list-style-type: none">• Find and analyse a wide range of evidence about the past.• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Realise that there is often not a single answer to historical questions.• Discuss trends over time.• Recognise the relationship between different periods and the legacy or impacts for people today.• Find and analyse a wide range of evidence about the past.• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Start to know the difference between primary and secondary evidence and the impact of this on reliability.• Show an awareness of the concept of propaganda.• Appreciate that people in the past represent events or ideas in a way that may be to persuade others.• Begin to evaluate the usefulness of different sources.• Form own opinions about historical events from a range of sources
<p>Key vocabulary</p>	<p>Cause, consequence, significance, continuity, period, change, similarity, difference.</p>

