

Progression in Knowledge and Skills: EYFS History Investigations

Investigation Focus	The Great Fire of London	Winston Churchill	The Queen's Crown	Stories: Gateways to History	Artefacts	
<u>Content Threads</u>	Using sources to understand the past London – capital city and landmarks People - Samuel Pepys, King Charles II The Great Fire of London Changes over time – fire service,	Winston Churchill Prime Minister Homes and Palaces London and 10 Downing Street The London Underground	Crowns Coronations The Crown Jewels London – capital city Tower of London - Castles	Exploring historical concepts in stories to help understand both past and present and change over time	Technology - listening to music. Communication – telephones and typewriters. Household items for washing, ironing, weighing, bed warming Farms and milk collection and delivery	
<u>Substantive Knowledge summary (see Medium Term Plan for details)</u>	<u>Learn about:</u> The Great Fire of London Modern London – landmarks Some important people in the past – Samuel Pepys and Charles II The difference between fact and fiction The difference between paintings, portraits and photographs of the past Places of worship The fire service and firefighters – past and present	<u>Learn about:</u> Winston Churchill Prime Ministers and 10 Downing St Statues that commemorate people Important people and buildings from the past locally Different kind of homes Landmarks of London The Changing of the Guard What the Tube is and how it has changed since it was first built	<u>Learn about:</u> Different kinds of head wear Why kings and queens have crowns The Imperial State Crown of the UK What happens at a coronation Historic landmarks of London Why London is a capital city The Crown Jewels The Tower of London Life at the time of Charles II The legend of the Tower ravens	<u>Learn about:</u> How they have changed since a baby How familiar things and places were different in the past Comparing characters in stories Important past events in their life and the lives of family members How buildings often stay the same whilst their inhabitants change Important events in a history story Comparing some ways of life of people in the past with today Different viewpoints about stories	<u>Learn about:</u> How playing music has changed How modern smartphones compare with telephones used in the past How a typewriter is different from a modern personal computer How people warmed beds in the past Modern and older kettles How milk was collected and delivered in the past Weighing scales past and present How washing clothes has changed The importance of electricity	
<u>Disciplinary knowledge Historical techniques – source threads</u>	Fiction picture book stories Traditional nursery rhymes Non-fiction reference books Diary extracts Paintings and portraits Photographs Pictures of artefacts Films – modern and Pathe News	Fiction picture book stories Poems Non-fiction reference books Oral histories – recordings of people Paintings Photographs and aerial photographs Pictures of artefacts Films- modern and Pathe News	Fiction picture book stories Non-fiction reference books Paintings and portraits Etchings and engravings Photographs and aerial photographs Artefacts and pictures of artefacts Films- modern and Pathe News	Fiction picture book stories Non-fiction reference books Paintings and portraits Photographs Pictures of artefacts	Fiction picture book stories Non-fiction reference books Traditional nursery rhymes Photographs Artefacts Films- modern and Pathe News	
<u>Disciplinary Knowledge Critical thinking skills</u>	Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to recognise, identify, describe and compare information from a number of different historical sources about how people lived at different times in the past, using a range of simple but accurate subject vocabulary. <div style="text-align: right;">➔</div>					
<u>Second Order Concepts threads</u>	Change Continuity Causation Similarity and difference Chronology Sources	Change Continuity Causation Similarity and difference Chronology Sources Significance	Change Continuity Causation Similarity and difference Chronology Sources Significance	Change Continuity Causation Similarity and difference Chronology Sources Perspective	Change Continuity Similarity and difference Chronology Sources Significance	
<u>Substantive Concepts threads (also specialist vocabulary and key terms)</u>	City River Hazard Monument Parliament Religion Settlement Monarchy	City Settlement Monarchy Transport Country Parliament Monument	Weather Religion Monarchy Power Parliament Monument River City	Weather Place Ocean River Monarchy Environment City	Communication Technology Leisure Transport Agriculture Industry Homes	
<u>Additional specialist vocabulary and key term threads</u>	Landmark Journal Explosion King Cathedral River Thames Bridge Demolish Mayor Wealthy Powerful Architect Command Traitor Artefact Portrait Statue Firefighter Siren Alarm Emergency	Winston Churchill Prime Minister Palace Buckingham Palace Prime Minister Downing Street United Kingdom Blitz London Siren Tube Platform Air-raid shelter Soldier Statue Commander King Royal Sentry Castle Speech	Historic Coronation Crown London Capital-city United Kingdom Castle Tower of London King/Queen/Monarch Ruler Westminster Abbey Palace Buckingham Palace Ceremony Throne St Paul's Cathedral The Crown Jewels Precious Valuable Beefeater Protect	Town Village Relative Family Memory Possessions Voyage Uniform Modern/Ancient Stone Age Viewpoint Coronation Artefact Museum Chariot Winston Churchill London Armada Queen Elizabeth I Navy Beacon	Artefact Record/Cassette player Transistor radio Telephone/Public Telephone Box Rotate Insert Directory Coins Typewriter Bed warmer Ceramic Ember Electricity Laundry Invention Churn/Dairy Milk bottle Pail Balance Scale Washboard	

Progression in Knowledge and Skills: Collins Connected History – Key Stage 1

Enquiry	<i>Year 1 Autumn: What does it take to be a great explorer?</i>	<i>Year 1 Spring: Who is the greatest history maker?</i>	<i>Year 1 Summer: How do our toys and games compare with those of children in the 1960s?</i>	<i>Year 2 Autumn: Why do we know so much about where Sappho used to live?</i>	<i>Year 2 Spring: How did the War of the Roses contribute to the reign of Henry VII and how does it link to Hertfordshire?</i>	<i>Year 2 Summer: Why is the history of my locality significant?</i>
<u>Substantive Knowledge</u> Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)	Changes within living memory Events beyond living memory Lives of significant individuals	Events beyond living memory Lives of significant individuals	Changes within living memory Lives of significant individuals	Events beyond living memory		Events beyond living memory Lives of significant individuals Significant events, people and places in locality
<u>Disciplinary knowledge</u> Historical techniques – source threads	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artefacts, Book extracts Statues, sculptures, monuments	Artefacts Photographs Films – Pathe News and modern Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Artist reconstructions, Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments		Photographs Maps Films – Pathe News Artefacts Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<u>Disciplinary Knowledge Critical thinking skills</u>	Pupils develop their understanding of significant people, places and events in the past <i>using basic subject vocabulary</i> through <i>identifying, selecting, describing</i> and <i>sequencing</i> information from a variety of historical sources to <i>compare and contrast</i> and <i>offer reasons</i> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did. <div style="text-align: right;">➔</div>					
<u>Second Order Concepts threads</u>	Continuity Significance Similarity and difference Sources	Significance Chronology Similarity and difference Sources	Change Continuity Significance Chronology Similarity and difference Sources	Change Causation Sources Empathy		Causation Significance Sources Chronology
<u>Substantive Concept threads (also specialist vocabulary and key terms)</u>	Exploration Empire Monarchy Slave Trade New World Equality Government	Empire Monarchy Equality Parliament Government Conflict Medicine Country Power	Monarchy Transport Exploration Technology Leisure Medicine Entertainment Government	Trade Empire Slave Power Conflict Hazard		War Conflict Crime Punishment Empire Monarchy New World Power
<u>Additional specialist vocabulary and key term threads</u>	Expedition Indigenous Voyage Conquer Timeline Pioneer Navigate Mission Motive Space race	Famous Infamous Commemorate Chieftain Pharaoh Pirate Privateer Discrimination Prime Minister Treason Accomplishment Conspirator	Chronological Modern Decade BC AD Century Millennium Timeline Artefact Invention Commemorate Historian Memorable Significant	Primary evidence Artefact Secondary evidence Remains Reconstruct Preserved Archaeologist Unearthed Archaeology Excavate Depiction Pyroclastic Emperor Infer		Privateer Pirate Artefact Archaeologist Moor Cavern Neanderthal Voyage Hunter-gatherer Manoeuvrable Circumnavigate Emperor

Progression in Knowledge and Skills: Collins Connected History – Lower Key Stage 2

Enquiry	<i>Year 3 Autumn: How did life change for Ancient Britons during the Stone Age?</i>	<i>Year 3 Spring: What is the secret of the standing stones?</i>	<i>Year 3 Summer: How do artefacts help us to understand the lives of people in Iron Age Britain?</i>	<i>Year 4 Autumn: How did the arrival of the Romans change Britain?</i>	<i>Year 4 Spring: Who were the Anglo Saxons and how do we know what was important to them?</i>	<i>Year 4 Summer: What did the Vikings want and how did Alfred help to stop them getting it?</i>
Substantive Knowledge <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Disciplinary knowledge <i>Historical techniques – source threads. Highlighted red - introduced at Key Stage 1</i>	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Tabular and graphical data	Artefacts Photographs Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts Photographs Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass
Disciplinary Knowledge <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <i>using more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> how and why people lived and behaved at particular times in the past making meaningful links between them. <div style="text-align: right;">➔</div>					
Second Order Concepts threads <i>Highlighted red introduced at Key Stage 1</i>	Change Continuity Causation Significance Similarity and difference Sources Chronology	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
Substantive Concepts threads <i>[also specialist vocabulary and key terms] Highlighted red introduced at Key Stage 1</i>	Society Agriculture Settlement Economy Tribe Trade Migration	Society Agriculture Settlement Economy Tribe Trade Technology Power Social class	Society Agriculture Settlement Economy Tribe Trade Peace War Conflict Religion Natural resources	Society Settlement Economy Trade War Conflict Natural resources Country Civilisation Empire Military Slave	Society Settlement Religion Kingdom Country Monarchy Conflict War	Society Settlement Economy War Conflict Religion Natural resources Migration Climate Kingdom Country Monarchy
Additional specialist vocabulary and key term threads <i>Highlighted red – introduced at Key Stage 1</i>	Primary evidence Anachronism Secondary evidence Archaeologist Subsistence Artefact Excavation Hunter-gatherer Nomadic Knapping Domesticate Ceremony Palaeolithic Mesolithic Neolithic Timeline	Primary evidence Smelting Secondary evidence BC Alloy Status Social class Monument Ceremony Interred Commemorate Cist Capstone Timeline Artefact Stone circle Archaeologist Chieftain	Primary evidence Smelting Secondary evidence BC Alloy Hillfort Rampart Palisade Celts Siege Inscription Barter Votive Hoard Currency Invasion	Primary evidence Border Secondary evidence AD Conquest Invasion Occupy Pacify Uprising Plebian Ianista Philosopher Gladiator Artefact Emperor Rebel Resistance Conquer Authority Millennium	Primary evidence Barbarian Secondary evidence AD Roman Catholicism Pagan Pope Conversion Chronicle Christian Noble Status Social class Serf Feudal Reconstruct Timeline Treaty Chronological Rule Millennium Century	Primary evidence Pagan Secondary evidence Conversion Chronicle Norsemen Invasion Longship Myth Legend Legacy Witan Occupy Territory Homeland Motive Resist Timeline

Progression in Knowledge and Skills: Collins Connected History – Upper Key Stage 2

Enquiry	Year 5 Autumn: <i>Why did the Ancient Maya change their way of life?</i>	Year 5 Spring: <i>The story of the Trojan Horse – fact, myth or legend?</i>	Year 5 Summer: <i>Why were castles so important to the Normans?</i>	Year 6 Autumn: <i>Why did pile of dragon bones help to solve an ancient Chinese mystery?</i>	Year 6 Spring: <i>Why was winning the Battle of Britain so important?</i>	Year 6 Summer: <i>Why did Britain once rule the largest empire the world has ever seen?</i>
Substantive Knowledge <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	A non-European society that provides contrasts with British history	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The achievements of the earliest civilisations	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Disciplinary knowledge <i>Historical techniques source threads. Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefacts Photographs Maps Book extracts/journals Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Hieroglyphics Codex	Artefacts Photographs Maps Book extracts, Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Tapestry	Artefacts Photographs Maps Book extracts Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawing Tabular and graphical data Military orders Speeches	Photographs Maps Letters and telegrams* Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
Disciplinary Knowledge <i>Critical thinking skills</i>	Pupils make <i>informed conclusions</i> and <i>reasoned judgements</i> about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through <i>selecting</i> and <i>evaluating</i> , <i>critiquing</i> and <i>justifying</i> their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways. <div style="text-align: right;">➔</div>					
Second Order Concepts <i>threads Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy
Substantive Concepts <i>threads (also specialist vocabulary and key terms) Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Society Conflict Natural resources War Climate Agriculture Economy	Civilisation Environment Trade Hazard Religion Migration Erosion	Civilisation War Power Military Kingdom Society	Empire Monarchy Castle Trade Settlement Medieval Social class Economy Kingdom	Empire Civilisation Religion War Power Country Natural resources	Dynasty Monarchy Society Conflict Settlement Military Slave
Additional specialist vocabulary and key term threads <i>Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefact Ceremonial Tropical Expedition Famine Deforestation Water cycle Flash flood Overpopulation	Reconstruct City Rainforest Rediscover Eclipse Timeline Restoration Drought	Artefact City-state Sparta Troy Siege Myth Legend Engraving Mosaic Manuscript Authenticate Depiction Envoy Conquest Ruler Warrior Deception	Primary evidence Depict Secondary evidence Invasion Tapestry Tribute Knight Noble Commoner Serf Subdue Conquer Defence Intimidate Deterrent Chronicle Feudal Tax	Artefact Oracle Archaeologist Noble Emperor Chamber Ceremonial Grave goods Tomb Sculpture Legend Parchment Myth Inscription Intercede Conquest Divining Valley Restoration	Allies Invasion Occupy Fuhrer Politician Reich Luftwaffe Prime Minister Royal Air Force Alliance Evacuation RADAR Combat Blitzkrieg Neutral Dependency Command Superiority Campaign Propaganda
						Ruler Colony Sovereign Independent Self-governing Maintain Exploit Manufacture Conquer Freedom Prime Minister President Parliament Rights Imperial Federation Indigenous Invasion Occupy Battle

