



St James CE Primary School – History Concept Progression



	EYFS	Years 1 and 2	Year 3 and 4	Years 5 and 6
Continuity and change	<p>Comment on a familiar situation from the past e.g. homes, schools.</p>	<p>Discuss change and continuity in an aspect of life, e.g. holidays.</p> <p>Identify similarities and differences between ways of life at different times.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p>	<p>As Year 3/4, and</p> <p>Use a greater depth of historical knowledge and across and longer timescale.</p>
Causes and consequences	<p>Understand and answer 'why' questions.</p> <p>Connect one idea to another using a range of connectives.</p> <p>Talk about the plot (in a story), the main problem and what might happen next.</p>	<p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions or events.</p>	<p>Identify and give reasons for historical events, situations and changes.</p>	<p>Begin to offer explanations about why people in the past acted as they did and the results of these.</p>
Similarities /differences	<p>Discuss similarities and differences between communities.</p> <p>Talk about the perspectives of others.</p> <p>Know some similarities and differences between things in the past and now (drawing on their experiences and what has been read in class).</p>	<p>Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p>	<p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>
Significance	<p>Using characters from stories compare and contrast figures from the past.</p> <p>Understand the past through characters and events encountered in books read in class and storytelling.</p>	<p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p>	<p>Identify and begin to describe historically significant people and events in situations.</p>	<p>Give reasons why some events, people or developments are seen as more significant than others</p> <p>Recognise the significance of local, regional, national and international history</p>

Substantive Concepts
Progression of historical threads throughout school

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion / Belief	School values School prayer Religious festivals	Why is God special to Christians?		Guy Fawkes			Ancient Civilisations Ancient Egypt Tudors	Crime and Punishment Early Islamic Civilisation
Rules/Law	Our school expectations	Superheroes are us!	Kings and Queens	Gunpowder Plot Women who changed the world		Victorian Britain	Tudors	Crime and Punishment Battle of Britain & the Blitz
Democracy	Voting for favourite stories and songs	Voting for favourite stories and songs. Voting during innovate stage of TFW.	Voting during innovate stage of TFW. Vote for school councillors.	Women who changed the world – Emmeline Pankhurst Voting during innovate stage of TFW. Vote for school councillors.	Ancient Greece			Battle of Britain & the Blitz
Monarchy	Traditional tales	Did dragons exist?	Kings and Queens	Guy Fawkes	Roman Empire	Local History – Victorian Britain	Tudors	Crime and Punishment
Settlement	All about me	All about me	Our local Area – Lion Farm to Oldbury High Street	Explorers	Stone Age to Iron Age Ancient Greece	Anglo-Saxon Vikings & 1066		Early Islamic Civilisation
Migration				Explorers	Stone Age to Iron Age	Vikings & 1066		Early Islamic Civilisation
Invasion / Conquest					Roman Empire	Anglo-Saxon Vikings & 1066		Crime and Punishment Battle of Britain & the Blitz

Substantive Concepts
Recurring threads taught progressively

Key Stage 1	Year 1	Year 2
Rules/Law	<p>Kings and Queens</p> <ul style="list-style-type: none"> - King John is an example of a king who created rules in his own favour. - Magna Carta is a document created to make life fairer for everyone and was a set of rules for the king to live by. - Queen Elizabeth – rules and laws are not dictated by the Queen they are passed through Parliament - Constitutional monarchy 	<p>Gunpowder Plot</p> <ul style="list-style-type: none"> - House Of Parliament where rules and laws are passed - Guy Fawkes tried blow up the House of Parliament (rebellion) - Persecution of Catholics during this time (discrimination / British Values Respect and Tolerance) <p>Women who changed the World</p> <ul style="list-style-type: none"> - Emmeline Pankhurst - Suffragettes, women didn't have the vote - Rosa Parks – Black people's rights, campaigned to stop segregation of white and black Americans
Democracy	<p>During Key Stage one children are actively exposed to the concept of democracy by participating in voting opportunities for example: voting during innovate stage of TFW and voting for school councillors.</p> <p>During collective worship and teaching in all subjects the children are taught that everyone is entitled to a voice and their own opinions and that we must respect others opinions even if they differ from our own.</p> <p>Yr 2 - Women who changed the world - Emmeline Pankhurst (challenging the current democracy as only men had the vote)</p>	
Monarchy	<p>Kings and Queens</p> <ul style="list-style-type: none"> - Many different monarchs throughout British history both male and female - Absolute & Constitutional monarchy - How monarchs come to power (birth right, invasion, election). 	<p>Gunpowder Plot</p> <ul style="list-style-type: none"> - King James I was a Protestant - Impact that a monarch can have on their kingdom
Settlement	<p>Our local Area – Lion Farm to Oldbury High Street</p> <ul style="list-style-type: none"> - History of Lion Farm - How has where we live changed beyond living memory? - What did homes look like (beyond living memory and at present) - Shops on Oldbury High Street – how have the shops changed? 	<p>Explorers</p> <ul style="list-style-type: none"> - Ibn Battuta leaves his country with the aim of collecting goods from other countries to bring back to his own.
Migration		<p>Explorers</p> <ul style="list-style-type: none"> - Migration is the movement of a person or people from one place to another.

		<ul style="list-style-type: none"> - Pilgrimage to explore new lands, new cultures and bring back ideas to influence his own country.
Religion Beliefs /		Guy Fawkes <ul style="list-style-type: none"> - Catholics and Protestants and the conflict between them - Origins of the Church of England (Tudors / Henry VIII) - King James beliefs – Protestants superior to Catholics
LKS2	Year 3	Year 4
Rules/Law		Victorian Britain (Local History) <ul style="list-style-type: none"> - Acts introduced during the monarchs reign and the impact upon society e.g. The Children’s Education Act and the Mining and Collieries Act
Democracy	Ancient Greece <ul style="list-style-type: none"> - Origins of democracy - Form of democracy but wasn’t equal - Links made with previous learning (Romans) and preparation for future learning (Vikings) - Comparison between democracy then and now - Government building – Pnyx 	
Monarchy	Roman Empire <ul style="list-style-type: none"> - Compare Julius Caesar and Emperor Claudius as leaders during invasions (consider their strengths, weaknesses and qualities as leaders) 	Victorian Britain (Local History) <ul style="list-style-type: none"> - Look at the immense reign of Queen Victoria and the concept of absolute monarchy been replaced by a fully constitutional throne (compare with previous learning of monarchs throughout time) - Queen Victoria championed the Industrial Revolution and developed the expansion of the British Empire
Settlement	Stone Age to Iron Age <ul style="list-style-type: none"> - Understand how humans have developed from a nomadic life to living in settlements - Study of Skara Brae (best preserved settlement from the time in the Orkney Islands) Ancient Greece <ul style="list-style-type: none"> - Comparison between Athens and Sparta and why people chose to settle there (city states). - Greek architecture - Civilisation 	Vikings and 1066 <ul style="list-style-type: none"> - Know where the Vikings settled in Britain and the reasons for this. Anglo Saxon <ul style="list-style-type: none"> - Understand how settlements formed during the Anglo Saxon times and how the names of towns and cities today herald from an Anglo Saxon past. - Look at the types of houses the Anglo Saxons lived in and how this formed settlements.
Migration	Stone Age to Iron Age <ul style="list-style-type: none"> - Understand how the people of the Stone Age came to be in Britain (migrating from Africa) 	Vikings and 1066 <ul style="list-style-type: none"> - Know where the Vikings came from (Norway, Sweden and Denmark) and their reasons for migrating.
Religion/Beliefs	Roman Empire	

	<ul style="list-style-type: none"> - When looking at the city the children identify different buildings and compare to present, one of these buildings is the Parthenon (Roman Religious building) 	
Invasion and conquest	Roman Empire <ul style="list-style-type: none"> - First experience of the concept - Look at where and why they invaded Britain - Reason for invasion was trade links (minerals and metals) - Attempted invasions (understand that people are not always successful and why). - Successful invasions (study at Emperor Claudius in 43AD – look at how and why he was successful). 	Anglo Saxon <ul style="list-style-type: none"> - Understand the power struggles between the Saxons and Britains particularly during the Battle of Badon. - Look at the reasons why the Votigern made a deal with the Saxons to protect Britain from the Scots and Picts. Vikings and 1066 <ul style="list-style-type: none"> - Look at the invasion of Lindisfarne and the consequences of the invasion. - Understand that 1066 was the last time Britain was invaded during the Battle of Hastings.
UKS2	Year 5	Year 6
Rules/Law	Tudors <ul style="list-style-type: none"> - Act of Supremacy 	Crime and Punishment <ul style="list-style-type: none"> - Overview of all historic periods and the necessity of the rules and law within these time periods - Retribution, rehabilitation and deterrent - Current British legal system - Common law - Magna Carta Early Baghdad <ul style="list-style-type: none"> - Rules regarding those could enter the House of Wisdom Battle of Britain & the Blitz <ul style="list-style-type: none"> - Neville Chamberlain and Treaty of Versailles, how it was broken by the German invasion of Poland - Winston Churchill – more decisive Prime Minister
Democracy	There are a range of units within Year 5 which focus upon one leader (similar to absolute monarchy) Ancient Civilisations, Ancient Egypt, and Tudors can be examples of non-democratic society.	Battle of Britain & the Blitz <ul style="list-style-type: none"> - Principles and values of a democracy – comparison of both - Adolf Hitler – radical beliefs
Monarchy	Tudors <ul style="list-style-type: none"> - Henry VIII became king at 18 - Absolute monarchy and how his actions impact Tudor Britain and shaped modern day Britain. - Queen Mary and Elizabeth I (two sisters at war, Britain under religious turmoil during their reigns) Ancient Egypt	Crime and Punishment <ul style="list-style-type: none"> - How monarchs across the ages have adapted and introduced rules to suit their needs (majority) and for the needs of the people (introduction of the Police system by Victoria) Early Baghdad <ul style="list-style-type: none"> - Caliphs were the leaders

	- Pharaohs as leaders	
Settlement		Early Baghdad - Compare and contrast Early Baghdad and London at the same time
Migration		Early Baghdad - Trade links with China, Middle East and Mediterranean, other settlements along the silk road
Religion/Beliefs	<p>Ancient Civilisations</p> <ul style="list-style-type: none"> - All believed in multiple Gods and they were responsible for managing and controlling different aspects of life. - Fao Hu – find out about her life by the items buried with her - Sumer – Each city has a main God and a building (Ziggurat) to honour the God <p>Ancient Egypt</p> <ul style="list-style-type: none"> - Egyptians believed in multiple Gods (polytheism) - Strong belief in life after death (items placed in the tomb with them – in depth study of Tutankhamun) <p>Tudors</p> <ul style="list-style-type: none"> - Breaking from the Catholic church and birth of the Church of England - Dissolution of the monasteries - Religious persecution 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> - Vikings and Saxons believed that God judged the accused e.g. trial by ordeal - Priests were a top of the hierarchy along with Kings and they had their own trial by blessed bread - Normans trial by combat <p>Early Baghdad</p> <ul style="list-style-type: none"> - Muhammed was the founder of Islam - The religion of Islam and how it spread from Mecca, Baghdad, India, Spain etc (formation of the Islamic Empire) <p>Battle of Britain & the Blitz</p> <ul style="list-style-type: none"> - Persecution of the Jewish people
Invasion and conquest	<p>Tudors</p> <ul style="list-style-type: none"> - War of the Roses, end of the York dynasty with the death of Richard III, birth of the Tudor dynasty with Henry VII - Tudor Rose became a symbol of unity after the marriage of Princess Elizabeth (Edward IV's daughter) and Henry Tudor. 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> - Crimes committed during invasion (pilfering) - Implanted their beliefs Wergild System - William the Conqueror 1066 <p>Battle of Britain & the Blitz</p> <ul style="list-style-type: none"> - Allies, Axis and neutral countries - Battle of Britain - Germany's unsuccessful invasion of Britain and its effect on life at the time (the Blitz and a focus upon Oldbury and surrounding area) - Countries that Germany invaded and controlled