

## NOS History Progression

Our history curriculum is carefully mapped out so that all our children leave our school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge: of places and people, and significant events through time. Our children will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives.

### **There are four core pillars underpinning the discipline of history:**

1. Historical enquiry exposes children to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on children acquiring sufficient substantive knowledge.
3. Alongside this knowledge, children are given the opportunity to develop disciplinary knowledge: cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, and historical interpretation. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.
4. Finally, pupils learn to communicate historical findings in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of history education—gaining clear historical perspective. With clear historical perspective pupils will be empowered to be active global citizens: understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history, and between short- and long-term timescales.

## Substantive and disciplinary content in history

Every subject is unique and includes its own substantive content (SC) and disciplinary content (DC). The simplest way to think about the difference between the content is: the substantive knowledge is the ‘what’ and the disciplinary knowledge is the ‘how’. This history curriculum ensures that the children not only have broad and strong substantive knowledge—a coherent picture of the past—but also have understanding of the discipline of history. The content of this history curriculum is structured so that children learn substantive content (the ‘what’) and disciplinary content (the ‘how’) at the same time; pupils learn both historical ‘facts’ and how to make sense of them simultaneously.

### Substantive knowledge

Substantive knowledge not only transforms what pupils see in the world and how they see it but also enables pupils to build a ‘big picture’ of the past within which they can embed new historical knowledge. It is the substantive knowledge of the past which also plays a role in helping people interpret the world today. Pupils’ knowledge of what we often call substantive terms such as ‘empire’, ‘peace’, and ‘monarchy’ come up time and time again in the curriculum. If pupils are able to build up richer and richer schemata of these concepts and terms over time, this can help them access increasingly complex material throughout the curriculum. This helps pupils to learn, understand, and remember more—meaning they make more progress.

## Disciplinary knowledge

We want pupils to develop as scholars within the discipline of history—so pupils need to know how we arrived at established facts. Pupils need to understand something of the contested nature of history. Such disciplinary understanding is not only important in its own right, it also interacts powerfully with pupils’ building of rich, broad, secure substantive knowledge. Therefore, through encouraging pupils to think deeply about the substantive content of the curriculum, well-crafted disciplinary teaching contributes to making substantive knowledge secure. The substantive knowledge enables pupils to gain the internal reference points that allow them to recognise the patterns, notice the contrasts, ask the questions, and discuss the options that the disciplinary content will demand. As with the substantive concepts, each unit and lesson have a main disciplinary concept focus, but overall all the disciplinary concepts are taught throughout the units and years with varying degrees of complexity.

**The disciplinary concepts we focus on in Key Stage 1 and Key Stage 2 are:**

DC1 Cause and consequence

DC2 Continuity and change

DC3 Similarity and difference

DC4 Significance

DC5 Evidence

DC6 Interpretation

## Enquiry questions

Each unit is approached through an overall enquiry question which allows the substantive and disciplinary concepts to be explored. The enquiry question provides a focus for each unit with lessons sequenced to provide pupils with the knowledge and skills to plan and create successful responses in answering the enquiry question at the end of each unit.

|     |                       | EYFS   | KS1  | LKS2  | UKS2   |
|-----|-----------------------|--|--|---|--|
| DC1 | Cause and consequence | ELG: I am able to talk about the lives of the people around me and their roles in society;<br><br>I am able to talk about members of my immediate family and community<br><br>I can describe my family | To identify the reasons why the fire spread so quickly<br>To understand the types of damage the fire caused<br>To consider how Magna Carta stopped King John I abusing his power | DC1: To understand that the union of Upper and Lower Egypt established Ancient Egypt’s first dynasty<br>DC1: To understand why Ancient Egyptians mummified important people<br>DC1: To identify why the Romans wished to expand | DC1: To identify the people who invaded Britain after the Romans and understand why their laws, customs, and language became dominant<br>DC1: To understand how and why Anglo-Saxons converted to Christianity |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>I can talk about my home and my family</p> <p>Name and describe people who are familiar to them.</p> <p>I can sequence my own day using photos and vocabulary linked to time</p> <p>I can recognise and describe special times, events and celebrations for family or friends.</p> | <p>To understand that there were battles for power that led to fairer government</p> | <p>their empire and the outcome of Julius Caesar's invasion of Britain</p> <p>DC1: To understand the nature of Britain leading up to Roman invasion</p> <p>DC1: To evaluate reasons why the Roman army was so successful in spreading the Roman Empire</p> <p>DC1: To understand why and how some people resisted Roman occupation of Britain and to analyse different interpretations of Boudicca</p> <p>DC1 and DC2: To identify the causes of the decline of Roman rule in Britain</p> <p>DC1 and DC2: To understand the changes in settlement and infrastructure brought by the Romans</p> | <p>DC1: To gain knowledge of the events that led to Vikings becoming kings of England</p> <p>DC1 and DC2: To understand what caused the creation of the Danelaw</p> <p>DC1 and DC2: To understand how and why Baghdad and the Round City was built</p> <p>DC1 and DC2: To identify how Baghdad became a centre of learning</p> <p>DC1 and DC2: To learn to understand the causes and consequences of the decline of the Golden Age of Islam</p> <p>DC1: To identify how we know about the first civilisations in Ancient Greece</p> <p>DC1: To identify people and events that enabled Greece to flourish</p> <p>DC1: To understand the causes of the First World War</p> <p>DC1 and DC2: To understand how the First World War was fought on the Western Front and what the consequences were for the soldiers</p> <p>DC1 and DC2: To understand how the war came to an end and what happened afterwards</p> <p>DC1: To identify how the events of the 1930s led to the Second World War</p> <p>DC1: To understand how Britain fought in the Second World War led to its success</p> <p>DC1, DC2, and DC3: To understand how war affected people on the Home Front in Britain</p> |
|--|--|---|--|--|--|

|     |                       |   |  |   |   |
|-----|-----------------------|---|--|---|---|
|     |                       |   |  |   | DC1 and DC2: To understand the consequences of war and how they led to the rebuilding of Britain  |
| DC2 | Continuity and change | <p>I can notice changes in myself between now and when I was a baby</p> <p>I show an interest in different stages in my own life.</p> <p>To order familiar events</p> | <p>To distinguish between toys from the past and present</p> <p>To identify the similarities and differences between old and new toys</p> <p>To explore how toys have improved over time</p> <p>To place toys in time order from oldest to newest</p> <p>To understand how boats have changed over time</p> <p>To compare trains in the past to modern day trains</p> <p>To understand how vehicles have changed over time</p> <p>To understand how air travel has changed over time</p> <p>To understand how travel has changed in my local area</p> <p>To compare London in 1666 to now</p> <p>To describe the key events of the Great Fire of London</p> <p>To understand how London changed when it was rebuilt after the fire</p> <p>To understand what a monarch is and identify some monarchs from the past</p> | <p>To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age</p> <p>To identify the changes in the Bronze Age and their impact compared to the Stone Age</p> <p>To identify the changes in the Iron Age and their impact compared to the Bronze Age</p> <p>To find out how religious rituals changed throughout Prehistoric Britain</p> <p>DC2: To understand that the power of the ruling pharaoh continued throughout Ancient Egypt</p> <p>DC2: To identify why the Romans wished to expand their empire and the outcome of Julius Caesar's invasion of Britain</p> <p>DC2: To understand the nature of Britain leading up to Roman invasion</p> <p>DC2: To identify the causes of the decline of Roman rule in Britain</p> <p>DC1 and DC2: To understand the changes in settlement and infrastructure brought by the Romans</p> | <p>DC1 and DC2: To understand what caused the creation of the Danelaw</p> <p>DC1 and DC2: To understand how and why Baghdad and the Round City was built</p> <p>DC1 and DC2: To identify how Baghdad became a centre of learning</p> <p>DC1 and DC2: To learn to understand the causes and consequences of the decline of the Golden Age of Islam</p> <p>DC2: To understand Greece's landscapes, the governments of the city states, and how people can be ruled in different ways</p> <p>DC1 and DC2: To understand how the First World War was fought on the Western Front and what the consequences were for the soldiers</p> <p>DC2 and DC4: To recognise the contribution women made to the First World War and understand why this was significant</p> <p>DC1 and DC2: To understand how the war came to an end and what happened afterwards</p> <p>DC1, DC2, and DC3: To understand how war affected people on the Home Front in Britain</p> <p>DC1 and DC2: To understand the consequences of war and</p> |

|     |                           |   |  |  |   |
|-----|---------------------------|---|--|--|---|
|     |                           |   |  |  | how they led to the rebuilding of Britain   |
| DC3 | Similarity and difference | <p>I can talk about similarities and differences</p> <p>Know the difference between past and present</p> <p>I know that babies have similarities and differences that connect them to, and distinguish them from, 3 year olds.</p> <p>Know some similarities and differences between things in the past and now</p> <p>I can recognise some differences between the past and now.</p> | <p>To categorise different types of toys</p> <p>To describe toys using key characteristics</p> <p>To identify the different modes of transport we use today</p> <p>To understand how people used to travel in the past</p>   | <p>DC3: To understand the different people that made up Egyptian society</p> <p>DC3: To learn about some Roman beliefs and how they changed</p>  | <p>DC3: To understand that there were differences between two major cities during the same time period</p> <p>DC3: To identify similarities and differences between Athens and Sparta</p> <p>DC3: To identify different people and countries that fought for Britain in the First World War</p> <p>DC1, DC2, and DC3: To understand how war affected people on the Home Front in Britain</p> <p>DC3: To examine how the aims of the United Nations have changed since 1945</p>  |
| DC4 | Significance              | <p>I can remember and talk about significant events in my own experience</p> <p>I recognise myself and my family in photos.</p> <p>I can make connections between myself now and when I was a baby</p>  | <p>To understand the impact trains had on people's lives</p> <p>To understand the significance of space travel</p> <p>To understand the criteria that are used to measure how significant someone is</p> <p>To understand what human rights are and why they are important</p> <p>To identify reasons why Nelson Mandela was a good leader</p> <p>To identify ways in which Rosa Parks and Martin Luther King protested to end segregation</p> <p>To explain why Malala Yousafzai is significant</p> <p>To identify similarities and differences in the methods of</p> | <p>DC4: To learn about the importance of the River Nile to Ancient Egyptians</p> <p>DC4: To understand the importance of hieroglyphics for historians' understanding of Ancient Egypt</p> <p>DC4 To learn about the importance of gods to Ancient Egyptians through looking at temples and statues</p> <p>DC4: To learn that the legacy of Ancient Egypt includes the important discoveries made and passed on to other civilisations</p> <p>DC4: To understand the importance of trade in linking the Roman Empire to the rest of the world</p> | <p>DC4: To describe how Anglo-Saxon England was ruled</p> <p>DC4: To evaluate the significance of the reign of King Alfred the Great and what he accomplished</p> <p>DC4: To understand that Vikings were great sailors and travelled all over Europe and the Atlantic Ocean</p> <p>DC4: To find out about life in the Danelaw and to identify the actions of significant people and events that led to England's unification</p> <p>DC4: To identify how trade connected Baghdad to the rest of the world</p> <p>DC4: To recognise the achievements of some key scholars of the time and how</p> |

|     |          |  |  |   |  |
|-----|----------|--|--|---|--|
|     |          |  | protest used by individuals studied in this unit   | <p>DC4: To identify ways in which the Romans influenced our world today</p> <p>DC4: To identify when and where the Ancient Maya lived</p> <p>DC4: To identify the importance of improvements in farming to increase food availability and wealth for Maya people</p>  | <p>these influenced learning today</p> <p>DC4: To identify reasons why Alexander III of Macedonia is called ‘great’</p> <p>DC4: To identify aspects of Ancient Greek culture that continues to influence the world today</p> <p>DC2 and DC4: To recognise the contribution women made to the First World War and understand why this was significant</p> |
| DC5 | Evidence | <p>Comment on images of familiar situations in the past.</p> <p>I know and understand past and present events in my own and family members’ lives</p> <p>I know about my own life-story and my family’s history.</p> <p>I Know about the past and present primarily through my own experiences and storytelling.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know that there are ways to find out about their past.</p> | <p>To use primary sources to identify details of the Great Fire of London</p> <p>To analyse the actions of William the Conqueror through the Bayeux Tapestry</p> <p>To examine two portraits of Elizabeth I and how they depict her changing power</p> <p>To identify the role of the Prime Minister and the monarchy today and how these differ from the past</p> | <p>DC5: To understand how historians have used artefacts to find out about early Stone Age Britain</p> <p>DC5: To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age</p> <p>DC5: To understand why and how the Egyptians built the pyramids</p> <p>To learn about the importance of gods to Ancient Egyptians through looking at temples and statues</p> <p>DC5: To learn about an archaeological discovery from which much knowledge of Ancient Egypt comes</p> <p>DC5: To analyse sources to understand how the Romans defended their land</p> <p>DC5: To understand how archaeologists use artefacts and human remains to find out about who lived in Roman Britain</p> | <p>DC5: To understand how historians use evidence to understand the past</p> <p>DC5: To understand that sources give us clues about how people lived in the past—in this case in Anglo-Saxon times</p> <p>DC5: To understand that artefacts traded can explain how far a community has travelled</p>   |

|     |                |   |  |  |   |
|-----|----------------|---|--|--|---|
|     |                |   |  | <p>DC5: To learn to use archaeological sites to find out about Roman Britain</p> <p>DC5: To use 'ruins' to find out about cities</p> <p>DC5: To understand how historians use sources to find out about Ancient Maya beliefs</p> <p>DC5: To understand that we know Ancient Maya writing, numbers, and the calendars from artefacts that have been discovered</p>                                      |   |
| DC6 | Interpretation | <p>I can interpret meaning from what has been read in class</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> |  | <p>To understand how historians have interpreted Stonehenge</p> <p>DC6: To understand why and how some people resisted Roman occupation of Britain and to analyse different interpretations of Boudicca</p> <p>DC6: To learn to use archaeological sites to find out about Roman Britain</p> <p>DC6: To identify different opinions about the ways the Ancient Maya civilisation may have declined</p> | DC6: To use historical evidence to recognise and describe the purpose of the Viking raids |