



## History Strand Progression Document

Continuity and Change	EYFS			Y1/2			Y3/4			Y5/6		
Disciplinary Knowledge	Signpost  (What we would expect to see when we look at children's work.)	Misconception  (Common areas generally not understood by children.)	Mastery  (Children who have deeper understanding of the historical concepts will display these skills)	Signpost  (What we would expect to see when we look at children's work.)	Misconception  (Common areas generally not understood by children.)	Mastery  (Children who have deeper understanding of the historical concepts will display these skills)	Signpost  (What we would expect to see when we look at children's work.)	Misconception  (Common areas generally not understood by children.)	Mastery  (Children who have deeper understanding of the historical concepts will display these skills)	Signpost  (What we would expect to see when we look at children's work.)	Misconception  (Common areas generally not understood by children.)	Mastery  (Children who have deeper understanding of the historical concepts will display these skills)
	Comparing and contrasting  Identifying change over time	The world around them has always been as it is now. See the past as fixed and unchanging.	Identify developments over time eg Comparing holidays then and now, changes in toys.	1. Comparing and contrasting  2. Identifying change over time	The world around them has always been as it is now. See the past as fixed and unchanging.	Identify developments over time eg Comparing holidays then and now, changes in toys.	Identifying change over time  Interweaving continuity and change	Sees the past as fixed and unchanging  Sees continuity and change as separate things.	Record what has changed and what has stayed the same.  Identify social, political, economic, religious and cultural change.	Identifying change over time  Interweaving continuity and change	Sees the past as fixed and unchanging  Sees continuity and change as separate things.	Record what has changed and what has stayed the same.  Identify social, political, economic, religious and cultural change.  Understand how change and continuity are interwoven. Some things change and some things stay the same
<b>Continuity and Change</b>  <b>Cycle A</b>  <b>Cycle B</b>	-Can talk about changes between themselves as a baby and now. -Can order images into chronological order. -Can identify similarities and differences across a time period -Can identify how eg. Houses change using primary sources -Can make comparisons about things in the past and present -Can identify artefacts associated with a topic  Evidence – Floor book (Understanding the world)			Can describe early transport and know what was invented in the past and still used today. Will understand and create a timeline of change to show the impact on human life. Can understand 'firsts' in transport – ship, aeroplane car etc. To understand transport has been invented in the 'modern' world. To use knowledge and understanding to make predictions of the future, related to a subject. To know about significant people (Lowry) and how their work allows us to compare life in history to today. To know why historical people are important to the country.			Can understand and explain how and why Empires grow Can explain the chronology of a timeline Can use secondary resources to make inferences about the past To understand how the Ancient cultures have impacted and changed modern life. To ask questions about reliability of sources and evidence and how this impacts upon the beliefs of historical lives.			Can understand and explain a timeline location in relation to 'today'. Can identify and describe reasons for change within historical events Can use a physical artefact to ask questions and make inferences about the past. To understand the impact of change throughout history		

<p><b><u>Skills taught discretely</u></b></p>	<p>Place a series of pictures or artefacts in chronological order, explaining the reasons behind your order.</p>	<p>Create a scaled timeline to introduce the idea of duration as well as sequence - which changes were gradual, which happened more quickly? Examine an accessible, everyday topic relevant to your class e.g. 'myself', 'toys', 'communications' etc. and identify the changes (and continuity) that have taken place between two points in time.</p>	<p>Use a visual organiser such as a 'Comparison Alley' or 'Venn Diagram' to record what has changed and what has stayed the same</p>	<p>Identify different types of change e.g. social (to do with people or the problems that affect people); political (laws and leaders); economic (money and trading); religious (the church and beliefs) and cultural (ideas, customs and attitudes). Take the standpoint of various individuals or groups and explore whether change represented progress for everyone.</p>
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<b>Cause and Consequence</b>	EYFS			Y1/2			Y3/4			Y5/6		
<b>Disciplinary Knowledge</b>	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)
	1. Multi-causal	Events just 'happen' or are attributed to a single cause.	Compare and contrast information given Identify multiple causes Explain how different causes led to an event Difference between information giving and explanation giving.	1. Multi-causal	Events just 'happen' or are attributed to a single cause.	Compare and contrast information given Identify multiple causes Explain how different causes led to an event Difference between information giving and explanation giving.	1. Multi-causal	Events just 'happen' or are attributed to a single cause.	Compare and contrast information given Identify multiple causes Explain how different causes led to an event Difference between information giving and explanation giving.	1. Multi-causal	Events just 'happen' or are attributed to a single cause.	Compare and contrast information given Identify multiple causes Explain how different causes led to an event Difference between information giving and explanation giving.
	2. Causal Chains	Causes are discrete events occurring as a list	Can explain how causes link together in a chain	2. Causal Chains	Causes are discrete events occurring as a list	Can explain how causes link together in a chain	2. Causal Chains	Causes are discrete events occurring as a list	Can explain how causes link together in a chain	2. Causal Chains	Causes are discrete events occurring as a list	Can explain how causes link together in a chain
				3. Causal webs	Causes only impact on each other in a single linear chain	How causes link together to lead to an event in a web of related causes and consequences.	3. Causal webs	Causes only impact on each other in a single linear chain	How causes link together to lead to an event in a web of related causes and consequences.			
										Influence of factors	All causes contribute equally	Different causes have different levels of influence. Can rank causes according to influence and/or importance.

<p><b>Cause and Consequence</b></p> <p><b>Cycle A</b></p> <p><b>Cycle B</b></p>	<p>-Shows interest in the lives of people who are familiar to them.</p> <p>-Developing an understanding of where objects/foods come from</p> <p>-Show an understanding of life in the recent past</p> <p>-Looks closely at similarities and differences between food in the past and food today.</p> <p>-To compare past and present with an understanding of empathy.</p> <p>Evidence – Floor book (Understanding the world)</p>	<p>-To identify a cause and a consequence</p> <p>-To know that there can be more than one cause and consequences can be direct or indirect</p> <p>-Describe events in history and compare life in historical times to now.</p> <p>To use secondary sources to identify causes of events.</p> <p>Understand what changes have been produced across history as a result of the consequences of historical events (Great Fire of London)</p>	<p>Identify causes in more detail than that of previous years and to know that the consequences can be far-reaching</p> <p>Address and devise historically valid questions about the effect of a cause/consequence within a historical topic.</p> <p>To know consequences can be positive as well as negative</p> <p>Eg – Roman roads connecting towns/cities</p> <p>To understand the consequence of different rulers and how this changed the life of Modern Day Britons.</p> <p>Using primary and secondary sources to identify causes and consequences of history and describe making their own inferences from evidence.</p>	<p>Describe securely chronology of an event and how this affected change throughout time.</p> <p>Identify the reasons for war and place in chronological order.</p> <p>Recognise advancements as a consequence of defeat or success.</p> <p>Describe the affects/consequences of war within local/national/global areas</p> <p>To develop an understanding of the consequence of war upon everyday people/families. (Include Gabrielle Keenagan)</p> <p>To show an understanding of the effects of war upon the nationally economy and how everyday people were affected.</p>
<p><b>Skills taught discretely</b></p>	<p>Examine an everyday event for its potential causes e.g. being late for school or an accident in the playground, and consequences. Play a version of dominos to explore how causes are connected</p>	<p>Begin with an everyday event before introducing the causes of an accessible event or action in history.(Jo was late for school – domino activity).</p>	<p>Draw up a causation Concept Map to develop the idea of a 'web of causation'. Draw lines between causes that are connected and write along the lines to explain the connections found. Rank causes in order of importance and explain your thinking – a tool such as a 'Diamond 4' or 'Diamond 9' is a useful tool to stimulate discussion about relative importance.</p>	<p>Identify different types of causes: sort cause cards into different groups eg. social (to do with people or the problems that affect people); political (laws and leaders); economic (money and trading); religious (the church and beliefs) and cultural (ideas, customs and attitudes). Compare a character's motives and intentions with the consequences of their actions. Did things turn out as planned? Pupils could work with examples from their own lives or the lives of familiar fictional characters first.</p>

	EYFS			Y1/2			Y3/4			Y5/6		
<b>Using Evidence</b>												
<b>Disciplinary Knowledge</b>	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)
	Extracting information from sources	History is one agreed story of the past told by historians rather than pieced together from different historical sources	Understands we know about the past from sources of evidence. Can use sources to make claims about the past.	Extracting information from sources	History is one agreed story of the past told by historians rather than pieced together from different historical sources	Understands we know about the past from sources of evidence. Can use sources to make claims about the past.	Inferences from sources	Sees evidence as a collection of facts to be unearthed about people and events in the past.	When we write history it is our own interpretations based on past evidence. We need to draw inferences as sources cannot tell us everything.	Inferences from sources	Sees evidence as a collection of facts to be unearthed about people and events in the past.	When we write history it is our own interpretations based on past evidence. We need to draw inferences as sources cannot tell us everything.
	Inferences from sources	Sees evidence as a collection of facts to be unearthed about people and events in the past.	When we write history it is our own interpretation s based on past evidence.	Inferences from sources	Sees evidence as a collection of facts to be unearthed about people and events in the past.	When we write history it is our own interpretations based on past evidence. We need to draw inferences as sources cannot tell us everything.	Cross Referencing sources	A single piece of evidence is sufficient to give you a window on the past	Can cross reference sources to help make more secure claims about the past	Cross Referencing sources	A single piece of evidence is sufficient to give you a window on the past	Can cross reference sources to help make more secure claims about the past
							Source Utility	Pieces of evidence are either useful or not. If you can't trust a source it is not useful.	The utility of a piece of evidence varies according to the focus of enquiry Can explain how a source is useful and show how it depends upon the question being asked.	Source Utility	Pieces of evidence are either useful or not. If you can't trust a source it is not useful.	Can explain how a source is useful and show how it depends upon the question being asked.
							Evaluating sources	The content of a source is what helps you decide if you can trust it. (No awareness of the importance of provenance.)	Understand that working with evidence begins before the source is read. Can explain how the author, intended audience and purpose of a source might affect purpose.	Evaluating sources	The content of a source is what helps you decide if you can trust it. (No awareness of the importance of provenance.)	Understand that working with evidence begins before the source is read. Can explain how the author, intended audience and purpose of a source might affect purpose.

<p><b>Using Evidence</b></p> <p><b>Cycle A</b></p> <p><b>Cycle B</b></p>	<p>-Developing an understanding of celebrations and traditional items. Identify artefacts used to celebrate in school and at home. Identify celebrations from history To know about traditions and explain how they are carried out within the home.</p> <p>Evidence – Floor book (Understanding the world)</p>	<p>Can understand the role of a monarch. Using family trees etc. can explain where people fit in a chronological timeframe. Can use evidence to compare two monarchs from different time periods Can explain how primary and secondary sources can teach us about lives in the past.</p>	<p>Can use evidence to explain a change in history. Know the difference between a primary and secondary source Can infer information from evidence and devise historically accurate questions linked to evidence. Can use primary and secondary sources to explain how the local area has changed and the significant impact upon modern life.</p>	<p>Can devise historically accurate questions about a period of history and develop lines of enquiry using evidence. Can explain that knowledge of the past comes from a range of sources Can use primary and secondary sources to make inferences and use the evidence to support their theories. Are aware of connections, contrasts and trends over time through the use of evidence based research. To use evidence as a research tool to answer questions around a specific topic Can understand that historical evidence can be biased depending upon the author/artist Can explain that evidence can give different interpretations about a time period. Can understand that evidence can create more questions than answers.</p>
<p><b>Skills taught discretely</b></p>	<p>Introduce the idea of inference by creating a crime scene - what do your pupils think has taken place? They are likely to come up with a range of different scenarios and interpretations based on the 'clues' you provide. The clues cannot tell them what happened directly - they will need to have drawn inferences from the clues to create their interpretation</p>	<p>As EYFS but, as an alternative, use an Inference Square with a chosen historical source (large wall version). This will highlight the difference between taking sources at face value as opposed to inferring meaning; requires children to consider the limitations of the source of information and sparks questions that can be followed up through further research.</p>	<p>Use an Inference Square with a chosen historical source - an A4 version. Use the Evaluation Target Board to make the thought process involved in evaluation visible and explicit.</p>	<p>Use an imaginary school scenario - such as a broken window with several possible culprits - to help pupils generate criteria for what makes a 'reliable' eyewitness Use the criteria generated to begin to evaluate a range of different historical sources from the period of history you are studying. Make sure to always offer pupils conflicting sources so they will need to think hard about the weight they will give to each one.</p>

<b>Significance</b>	<b>EYFS</b>			<b>Y1/2</b>			<b>Y3/4</b>			<b>Y5/6</b>		
<b>Disciplinary knowledge</b>	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)	<b>Signpost</b> (What we would expect to see when we look at children's work.)	<b>Misconception</b> (Common areas generally not understood by children.)	<b>Mastery</b> (Children who have deeper understanding of the historical concepts will display these skills)
	Resulting in change (Personal experience)	Relies on personal preference as the basis for significance	Can discuss IMPACT of significant events and people in their own lives by showing how events or people led to changes/developments in own lives.	Resulting in change (Personal experience)	Relies on personal preference as the basis for significance	Can discuss IMPACT of significant events and people in their own lives by showing how events or people led to changes/developments in own lives.	Resulting in change (Beyond Personal Experience)	Assumes a person or event is significant because it appears in a text book or other authority.	Can explain significance by discuss IMPACT showing how historical events or people led to changes.	Identifying significance criteria	Assumes significance is inherent in and event, person or development. Unaware we make judgements based on criteria.	Apply criteria to judge why an event or person may be considered significant. Can explain the criteria chosen by other people to judge significance.
<b>Significance</b> <b>Cycle A</b> <b>Cycle B</b>	<p>-Can sort objects according to criteria. Can sort objects in chronological order and give reasons for their choice. Know and identify some similarities and differences between objects from the past and modern day. Can compare objects from the past and modern day Can compare one object across a period of time.</p> <p>Evidence – Floor book (Understanding the world)</p>			<p>-Can understand the significance a person can play in history and what makes a person important. Know of local significant people. Can explain the heritage of the local area and the significant changes within history Can explain the heritage of the wider locality and the significance changes in history have made upon today's society. To know of significant changes across history in a profession (nursing) and how this has benefitted modern society.</p>			<p>Can understand the significance of withdrawal of Empires from continents/countries upon the land. Can describe the significance of changes brought to countries from conquering Empires. Know how changes in everyday life are significant to the modern world: farming, jewellery, transport, politics and economy. (Under Romans) Can explain the significance of a revolution eg Industrial Revolution and the changes this had upon society – both positive and negative Understand the significance of the railway network and beginnings in the North East.</p>			<p>-Use the knowledge of invasions on the North East of England to understand the significance of the country to the world. Understand why the North is considered an important part of the country and has been highly regarded throughout history Can describe how significant people have change Hartlepool (Robert De Brus) and loyalties have swayed power. Have an understanding of the Crimean war and how the legacy of local people has changed the national view of Hartlepool to this day.</p>		
<b>Skills taught discretely</b>	Ask pupils to identify the 'significant' people (and/or events) in their own lives and to give reasons why they are important.			Ask pupils to identify the 'significant' people (and/or events) in their own lives and to give reasons why they are important. Highlight key ideas relating to significance such as 'impact' and 'change': What impact have they had on you - i.e. what has their effect been? Have you changed in any way because of them? Study a famous individual (or event) from the past. Did people think they were remarkable at the time? Why do you think we still learn about them today - what did they do or what happened that was so important?			Study a famous individual (or event) from the past. Did people think they were remarkable at the time? Why do you think we still learn about them today - what did they do or what happened that was so important? Look at the images on our bank notes: Who are these people? What did they do? Why were they chosen? What criteria were used, do you think, to select them? Who would you have chosen? What criteria would you have used? (Could do the same with the 'empty plinth' in Trafalgar Square, London, showing photos of previous occupants.)			Compare two different inventions, either within a single period of history, or from two different periods e.g. the printing press or the compass vs. social networking or driverless cars. Which is the more significant? Draw out the criteria pupils use to make their decision. Use the 'Significance Skittles' to explore impact. Create a class timeline for a topic and generate discussion about the 'most significant' event during the period under study. How will you decide? What makes an event 'significant'? Use the 'Significance 5Rs' (or as		

			<p>When studying a period of history such as the Greeks or Romans, consider the impact these civilisations had at the time plus any evidence of their enduring impact today.</p>	<p>many of them as are appropriate for your class) to help pupils make their judgement. Use the 'Significance Checker' to help pupils analyse the significance of an event in terms of its impact at the time (local to global) and over time (important only at the time to important still today).</p>
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