

DOWN AMPNEY

History: Progression in learning Long Term Plan

EYFS – Year 6

Cycle	Autumn	Spring	Summer
EYFS and KS1			
A	Local Study: History of the church and Ralph Vaughan Williams	Significant Individuals: Elizabeth Brown and Stephen Hawking	Events Beyond Living Memory: First flight
Substantive Knowledge	Settlement Trade	Society / Community	Industry Society / Community
Disciplinary Concept	Evidence Similarity and Difference	Significance Similarity and difference	Evidence Continuity and change
Enquiry Question	How do we know what Ralph Vaughan Williams/church were like in the past?	What was impact of Elizabeth Brown and Stephen Hawking on the world?	When was the first flight and how do we know it happened? And How has flight changed since the Wright brothers' success?
Development Matters Links	<ul style="list-style-type: none"> • Develop an understanding of the past and present. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Teach children about a range of contrasting environments within both their local and national region. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Organise events using basic chronology, recognising that things happened before they were born. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

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	historical importance. Include a focus on the lives of both women and men.		
National Curriculum Links KS1	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) • Significant historical events, people and places in their own locality.
Chronological Understanding (Constructing and sequencing the past)	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Use everyday language related to time. ❖ Order and sequence familiar events. <p>KS1</p> <ul style="list-style-type: none"> ❖ Develop an awareness of the past. ❖ Be aware of and describe features of the past. ❖ Fit people into a chronological framework. ❖ Identify similarities / differences between periods. ❖ Sequence events related to them on a timeline. ❖ Use common words and phrases related to the passing of time. <p>What this will look like:</p> <p>EYFS</p> <ul style="list-style-type: none"> ❖ Describe main story settings, events and principal characters. ❖ Talk about past and present events in their own lives and in lives of family members. <p>KS1</p> <ul style="list-style-type: none"> ❖ Describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot). 		

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	<ul style="list-style-type: none"> ❖ Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline). ❖ Understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').
<p>History Concepts Cause and consequence Significance and interpretation Continuity and change Similarity and difference Interpretations of History</p>	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Look closely at similarities, differences, patterns and change. ❖ Develop understanding of growth, decay and changes over time. ❖ Question why things happen and give explanations. ❖ Know about similarities and differences between themselves and others, and among families, communities and traditions. ❖ Recognise and describe special times or events for family or friends. <p>KS1</p> <ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times. ❖ Recognise why people did things, why events happened and what happened as a result. ❖ Make simple observations about different types of people, events, beliefs within a society. ❖ Talk about who was important eg in a simple historical account. ❖ Identify different ways in which the past is represented. <p>What will this look like:</p> <ul style="list-style-type: none"> ❖ Identify a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades). ❖ Identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot). ❖ Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).
<p>Historical Enquiry (Planning and carrying out investigations, using sources as evidence).</p>	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Be curious about people and show interest in stories . ❖ Answer 'how' and 'why' questions ... in response to stories or events. ❖ Explain own knowledge and understanding, and asks appropriate questions. ❖ Know that information can be retrieved from books and computers.

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	<ul style="list-style-type: none"> ❖ Record, using marks they can interpret and explain. <p>KS1</p> <ul style="list-style-type: none"> ❖ Ask and answer questions relating to key concepts. ❖ Understand some ways we find out about the past. ❖ Choose and use parts of stories and other sources to show understanding of key concepts. <p>What will this look like:</p> <ul style="list-style-type: none"> ❖ Plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful). ❖ Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).
Support: In order to access the above	<p>Chronological understanding</p> <ul style="list-style-type: none"> ❖ Identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot). <p>Historical Concepts</p> <ul style="list-style-type: none"> ❖ Identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes). ❖ Identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot). ❖ Consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences). ❖ Extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).
Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).

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	<p>Historical Concepts</p> <ul style="list-style-type: none"> ❖ Describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century). ❖ Comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot). ❖ Provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response). ❖ Critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).
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Cycle	Autumn	Spring	Summer
LKS2			
A	Achievement of the Earliest Civilisations	Ancient Egypt	Expansion and Invasion: The Roman Empire
Substantive Knowledge	Trade Industry Settlement	Trade Governance / Monarchy Civilisation / Empire	Trade Settlement Civilisation / Empire

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Disciplinary Concept	Similarity and Difference	Evidence	Evidence Cause and Consequence
Enquiry Question	How were the Earliest Civilizations similar?	What were the Ancient Egyptian achievements and what did allow them to accomplish?	How did the Roman Empire become so enormous and powerful?
National Curriculum Links KS2	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:	Achievements of the earliest civilizations: In depth study.	The Roman Empire and its impact on Britain.
Chronological Understanding (Constructing and sequencing the past)	<ul style="list-style-type: none"> ❖ Continue to develop chronologically secure knowledge of history ❖ Establish clear narratives within and across periods studied ❖ Note connections, contrasts and trends over time <p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). ❖ Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). 		
History Concepts Cause and consequence Significance and interpretation Continuity and change Similarity and difference Interpretations of History	<ul style="list-style-type: none"> ❖ Describe / make links between main events, situations and changes within and across different periods/societies ❖ Identify and give reasons for, results of, historical events, situations, changes ❖ Describe social, cultural, religious and ethnic diversity in Britain & the wider world ❖ Identify historically significant people and events in situations ❖ Understand that different versions of the past may exist, giving some reasons for this <p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age). ❖ Comment on the importance of causes and effects for some of the key events and developments within topics. 		

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	<ul style="list-style-type: none"> ❖ Explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). ❖ The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).
<p>Historical Enquiry (Planning and carrying out investigations, using sources as evidence).</p>	<ul style="list-style-type: none"> ❖ Regularly address and sometimes devise historically valid questions. ❖ Understand how knowledge of the past is constructed from a range of sources. ❖ Construct informed responses. ❖ Selecting and organising relevant historical information. <p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. ❖ Recognise possible uses of a range of sources for answering historical enquiries.
<p>Support: In order to access the above</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> ❖ Identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians). ❖ Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages). <p><u>History Concepts</u></p> <ul style="list-style-type: none"> ❖ Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods). ❖ Describe some relevant causes for, and effects on, some of the key events and developments covered. ❖ Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). ❖ Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ❖ Ask valid questions for enquiries and answer using a number of sources. ❖ Understand how sources can be used to answer a range of historical questions.

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Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period. ❖ Accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance). ❖ Explain with confidence the significance of particular causes and effects for many of the key events and developments. ❖ Explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). ❖ Explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Independently devise significant historical enquiries to produce substantiated and focused responses. ❖ Comment on the usefulness and reliability of a range of sources for particular enquiries.
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Cycle	Autumn	Spring	Summer
UKS2			
A	Ancient Greeks: Greek	Non-European Societies: Early Islamic Civilisation	British History Post 1066: World War II
Substantive Knowledge	Civilisation Empire Governance	Civilisation Settlement Trade	Empire Monarchy Society / Community

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Disciplinary Knowledge	Significance	Significance	Continuity and change Evidence
Enquiry Questions	Where can we see the influence of the Ancient Greeks today? And How was life different in the Greek city-states?	How enormous did the Islamic empire become? And Why was Baghdad a significant settlement?	What was the role of our local area in the war? And Why did WW2 begin?
National Curriculum Links KS2	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Chronological Understanding (Constructing and sequencing the past)	<ul style="list-style-type: none"> ❖ Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning ❖ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time <p>What it will look like:</p> <ul style="list-style-type: none"> ❖ Provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). ❖ Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events). 		
History Concepts Cause and consequence Significance and interpretation Continuity and change	<ul style="list-style-type: none"> ❖ Identify and explain change and continuity within and across periods. ❖ Analyse / explain reasons for, and results of, historical events, situations, changes. ❖ Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies. 		

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<p>Similarity and difference Interpretations of History</p>	<ul style="list-style-type: none"> ❖ Consider/explain the significance of events, people and developments in their context and in the present. ❖ Discern how and why contrasting arguments and interpretations of the past have been constructed. <p>What it will look like:</p> <ul style="list-style-type: none"> ❖ Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). ❖ Explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). ❖ Explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks). ❖ Explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).
<p>Historical Enquiry (Planning and carrying out investigations, using sources as evidence).</p>	<ul style="list-style-type: none"> ❖ Pursue historically valid enquiries including some they have framed ❖ Understand how different types of sources are used rigorously to make historical claims ❖ Create relevant, structured and evidentially supported accounts <p>What it will look like:</p> <ul style="list-style-type: none"> ❖ Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion). ❖ Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).
<p>Support: In order to access the above</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).

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	<ul style="list-style-type: none"> ❖ Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). ❖ Place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain). ❖ Describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). ❖ Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). ❖ Accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).
Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time). ❖ Comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons). ❖ Compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). ❖ Understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society). <p>Historical Enquiry</p>

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	<ul style="list-style-type: none"> ❖ Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions). ❖ Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
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Cycle	Autumn	Spring	Summer
EYFS and KS1			
B	Local Study: Down Ampney School and Village	Changes within living memory: Toys	Significant People: Isambard Kingdom Brunel and the Victorian Period
Substantive Knowledge	Settlement Society / Community	Industry Society / Community	Industry Society / Community Governance Monarchy
Disciplinary Knowledge	Continuity and change	Similarity and Difference Cause and Consequence Continuity and change	Significance Continuity and change
Enquiry Questions	How has Down Ampney C of E school and village changed through time?	How have toys changed?	Why should we remember Brunel?

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Development Matters Links	<p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p>	<p>Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p>	Compare and contrast characters from stories, including figures from the past.
National Curriculum Links KS1	Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Chronological Understanding (Constructing and sequencing the past)	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Use everyday language related to time ❖ Order and sequence familiar events <p>KS1</p> <ul style="list-style-type: none"> ❖ Develop an awareness of the past ❖ Be aware of and describe features of the past ❖ Fit people into a chronological framework. ❖ Identify similarities / differences between periods ❖ Sequence events related to a them on a timeline. ❖ Use common words and phrases related to the passing of time. <p>EYFS</p>		

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	<ul style="list-style-type: none"> ❖ Describe main story settings, events and principal characters ❖ Talk about past and present events in their own lives and in lives of family members. <p>KS1</p> <ul style="list-style-type: none"> ❖ Describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot). ❖ Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline). ❖ Understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').
<p>History Concepts Cause and consequence Significance and interpretation Continuity and change Similarity and difference Interpretations of History</p>	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Look closely at similarities, differences, patterns and change ❖ Develop understanding of growth, decay and changes over time ❖ Question why things happen and give explanations ❖ Know about similarities and differences between themselves and others, and among families, communities and traditions ❖ Recognise and describe special times or events for family or friends <p>KS1</p> <ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times ❖ Recognise why people did things, why events happened and what happened as a result ❖ Make simple observations about different types of people, events, beliefs within a society ❖ Talk about who was important eg in a simple historical account <p>What will this look like:</p> <ul style="list-style-type: none"> ❖ Identify a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades). ❖ Identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).

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	<ul style="list-style-type: none"> ❖ Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).
Historical Enquiry (Planning and carrying out investigations, using sources as evidence).	<p>EYFS</p> <ul style="list-style-type: none"> ❖ Be curious about people and show interest in stories ❖ Answer ‘how’ and ‘why’ questions ... in response to stories or events. ❖ Explain own knowledge and understanding, and asks appropriate questions. ❖ Know that information can be retrieved from books and computers ❖ Record, using marks they can interpret and explain <p>KS1</p> <ul style="list-style-type: none"> ❖ Ask and answer questions relating to key concepts ❖ Understand some ways we find out about the past ❖ Choose and use parts of stories and other sources to show understanding of key concepts <p>What will this look like:</p> <ul style="list-style-type: none"> ❖ Plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful). ❖ Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).
Support: In order to access the above	<p>Chronological understanding</p> <ul style="list-style-type: none"> ❖ Identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot). <p>Historical Concepts</p> <ul style="list-style-type: none"> ❖ Identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes). ❖ Identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot). ❖ Consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).

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Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it). <p>Historical Concepts</p> <ul style="list-style-type: none"> ❖ Describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century). ❖ Comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot). ❖ Provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response). ❖ Critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).
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Cycle	Autumn	Spring	Summer
LKS2			
B	Changes in Britain: Stone Age to Iron Age	Roman Empire: Its impact on Britain	Local Study: Roman Cirencester
Substantive Knowledge	Settlement Civilisation	Trade Governance / Monarchy	Industry Settlement

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	Society / Community	Civilisation / Empire	Governance Society / Community
Disciplinary Knowledge	Continuity and change Significance	Continuity and Change	Evidence Significance
Enquiry Question	How did Britain change during prehistory? And Which was the most significant change during British prehistory?	How did Britain change as part of the Roman Empire?	What does the evidence tell us about life in Roman Cirencester?
National Curriculum Links KS2	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	A local history study
Chronological Understanding (Constructing and sequencing the past)	<ul style="list-style-type: none"> ❖ Continue to develop chronologically secure knowledge of history ❖ Establish clear narratives within and across periods studied ❖ Note connections, contrasts and trends over time <p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). ❖ Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). 		
History Concepts (Cause and consequence, significance and interpretation, continuity and change, similarity and difference)	<ul style="list-style-type: none"> ❖ Describe / make links between main events, situations and changes within and across different periods/societies ❖ Identify and give reasons for, results of, historical events, situations, changes ❖ Describe social, cultural, religious and ethnic diversity in Britain & the wider world ❖ Identify historically significant people and events in situations ❖ Understand that different versions of the past may exist, giving some reasons for this 		

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	<p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age). ❖ Comment on the importance of causes and effects for some of the key events and developments within topics. ❖ Explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). ❖ Comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).
<p>Historical Enquiry (Planning and carrying out investigations, using sources as evidence).</p>	<ul style="list-style-type: none"> ❖ Regularly address and sometimes devise historically valid questions ❖ Understand how knowledge of the past is constructed from a range of sources ❖ Construct informed responses ❖ Selecting and organising relevant historical information <p>What this will look like:</p> <ul style="list-style-type: none"> ❖ Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. ❖ Recognise possible uses of a range of sources for answering historical enquiries.
<p>Support: In order to access the above</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> ❖ Identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians). ❖ Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages). <p><u>History Concepts</u></p> <ul style="list-style-type: none"> ❖ Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods). ❖ Describe some relevant causes for, and effects on, some of the key events and developments covered. ❖ Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). ❖ Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). <p><u>Historical Enquiry</u></p>

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	<ul style="list-style-type: none"> ❖ Ask valid questions for enquiries and answer using a number of sources. ❖ Understand how sources can be used to answer a range of historical questions.
Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period. ❖ Accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance). ❖ Explain with confidence the significance of particular causes and effects for many of the key events and developments. ❖ Explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). ❖ Explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Independently devise significant historical enquiries to produce substantiated and focused responses. ❖ Comment on the usefulness and reliability of a range of sources for particular enquiries.

DOWN AMPNEY

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Cycle	Autumn	Spring	Summer
UKS2			
B	Invaders and Settlers: Anglo Saxons	Invaders and Settlers: Vikings	British History Post 1066: Canals and Railways
Substantive Knowledge	Trade Settlement Governance Monarchy	Civilisation Trade Settlement Governance	Trade Settlement
Disciplinary Knowledge	Evidence Similarity and Difference	Similarity and Difference Cause and Consequence	Cause and Consequence
Enquiry Question	Why did the Angles, Saxons, Jutes and Scots settle in Britain? What was life like in early medieval Britain?	Is it accurate to call the Vikings vicious raiders? How did the Saxons regain control of England?	How did the railways and canals impact our area?
National Curriculum Links KS2	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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Chronological Understanding (Constructing and sequencing the past)	<ul style="list-style-type: none"> ❖ Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning ❖ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time <p>What it will look like:</p>		

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	<ul style="list-style-type: none"> ❖ Provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). ❖ Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).
History Concepts (Cause and consequence, significance and interpretation, continuity and change, similarity and difference)	<ul style="list-style-type: none"> ❖ Identify and explain change and continuity within and across periods ❖ Analyse / explain reasons for, and results of, historical events, situations, changes ❖ Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies ❖ Consider/explain the significance of events, people and developments in their context and in the present. <p>What it will look like:</p> <ul style="list-style-type: none"> ❖ Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). ❖ Explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). ❖ Explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks). ❖ Explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).
Historical Enquiry (Planning and carrying out investigations, using sources as evidence).	<ul style="list-style-type: none"> ❖ Pursue historically valid enquiries including some they have framed ❖ Understand how different types of sources are used rigorously to make historical claims ❖ Create relevant, structured and evidentially supported accounts <p>What it will look like:</p> <ul style="list-style-type: none"> ❖ Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion. ❖ Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).
Support: In order to access the above	Chronological Understanding <ul style="list-style-type: none"> ❖ Understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).

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	<ul style="list-style-type: none"> ❖ Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). ❖ Place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain). ❖ Describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). ❖ Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). ❖ Accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).
Extend: As well as the above...	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ❖ Independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels). <p>History Concepts</p> <ul style="list-style-type: none"> ❖ Compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time). ❖ Comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons). ❖ Compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). ❖ Understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society). <p>Historical Enquiry</p>

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	<ul style="list-style-type: none">❖ Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).❖ Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
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