

# History Progression Map

EYFS	I Wonder what is special about me?	I wonder who lives in my community?	I wonder what it would be like to live in the Artic?	I wonder how I can look after the world?	I wonder what moves?	I wonder who lives in my garden?
Key Vocabulary (today, yesterday, tomorrow – key vocab used throughout year)	Brother, sister, parents, grandparents, cousins, When I was little...	Past, present, I remember...		past, present, future	Transport, past, present, sequence, order, old, new, then, now	
	To talk about myself and my family.  To explore my own history.	To talk about familiar situations in the past e.g. my last birthday/Christmas.  To find out about people who live and work in my community – e.g. nurse, police officer, fire officer.		To look at similarities and difference between the natural world around me in the past and present.	To compare characters from stories, including figures from the past.  To explore life in the past (e.g. transport).	
SMSC	SpD – a,b,d CD – a,e	SpD – a,b,d SD – a,b CD – a,e		SpD – a,b,d CD – a,e	SpD – a,b,d CD – a,e	
<b>Year 1</b>	<b>Discovering History</b>		<b>Nurturing Nurses</b>		<b>Travel and Transport</b>	
Substantive Concepts	Ancestry		Commemoration, discrimination (including racism and sexism, travel, war)		Exploration, technology, trade, transport, travel	
Key Vocabulary	History, family tree, past, present, historian, timeline, change, similar, event, memory		Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier		Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel	

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<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> <li>- History is the story of the past.</li> <li>- People who study history are called historians</li> <li>- Historians uses sources to learn about the past.</li> </ul>	<p>-Florence Nightingale was a nurse who improved conditions in hospitals and looked after soldiers in the Crimean War (1853-1856).</p> <p>-The Nightingale Training School for nurses was opened in 1860</p> <p>-Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</p> <p>-Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German Army.</p>	<p>-The Vikings travelled in longships. They travelled to explore and trade.</p> <p>-The Model T was a car invented by Henry Ford in 1908 and made in a factory.</p> <p>-The first trains were steam trains</p> <p>-The first passenger train journey was in 1830</p> <p>-The Wright Bothers created the first aeroplane, which flew in 1903.</p>
<p>Disciplinary Concepts</p>	<p><b>Continuity and Change</b></p> <p>-Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>-Begin to understand that some things change and some things nearly stay the same.</p> <p><b>Historical Significance</b></p> <p>- We can learn from our past.</p>	<p><b>Continuity and Change</b></p> <p>-Begin to understand that somethings change and come things stay nearly the same.</p> <p><b>Cause and Consequence</b></p> <p>-Understand that a consequence is something that happens as a direct result of something else.</p> <p><b>Similarities and Difference</b></p>	<p><b>Continuity and Change</b></p> <p>-Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>-Begin to understand that some things change and somethings stay nearly the same.</p> <p><b>Similarities and Differences</b></p>

# History Progression Map

	<p><b>Similarities and Difference</b> To know that there are similarities and differences between their lives today and their lives in the past.</p>	<p>-Start to understand that during the same period of time, life was different for people in the past, such as rich and poor and male and female.</p> <p><b>Historical Significance</b></p> <p>-Explain reasons why someone might be significant.</p> <p>-Talk about why the event or person was important and what changed / happened.</p>	<p>-Identify that some things within living memory are similar and some things are different.</p> <p>-Recognise some similarities and differences between the past and the present.</p> <p><b>Historical Significance</b></p> <p>-Explain reasons who someone might be significant.</p> <p>-Talk about why the event or person was important and what changed / happened.</p>
SMSC	SpD – b SD - c, d CD - a	SpD-c MD - c	SpD-b CD-a

# History Progression Map

Year 2	The Great Fire of London	War and Remembrance	Significant Explorers
Substantive Concepts	Building, city, commemoration, ruler (king), technology.	Army, commemoration, nation /county, peace, society, war (battle, conflict)	Commemoration, discrimination (including racism and sexism), exploration, technology, travel
Key Vocabulary	Bakery, diary, fire engine, firefighter, rebuilt, rive Thames, St Paul's Cathedral, 17 <sup>th</sup> century	Army, courage, front line, home front, poppy, remembrance, trenches	Achievement, astronaut, equipment, expedition, explorer, polar, significant
Substantive Knowledge	<p>-The Great Fire of London happened in 1666.</p> <p>-The fire started in a bakery on Pudding Lane.</p> <p>-Samuel Pepy's lived through this major event and recorded events in a diary</p> <p>-Buildings were close together and often made of wood, meaning that the fire spread quickly.</p> <p>-For many years after the fire, buildings were rebuilt further apart and made with stone.</p> <p>-Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</p>	<p>-The First World War took place between 1914 and 1918</p> <p>-People who fought in wars, like Walter Tull are remembered for their bravery.</p> <p>-People are remembered in different ways such as on monuments or plaques and by symbols such as poppies</p> <p>-Soldiers in the First World War often fought in trenches.</p> <p>-Many women took on men's jobs during the First world War.</p> <p>-Remembrance Day, on 11<sup>th</sup> November each year, is a time when people remember those who fought in wars.</p>	<p>-Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.</p> <p>-Matthew Henson was one of the first explorers to reach the North Pole.</p> <p>-Felicity Aston is the first woman to ski across Antarctica on her own.</p> <p>-In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</p> <p>-Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</p>
Disciplinary Concepts	<b>Continuity and Change</b>	<b>Continuity and Change</b>	<b>Continuity and Change</b>
		-Begin to identify old and new things across periods of time	-Begin to identify old and new things across periods of time

# History Progression Map

	<p>-Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>-Begin to understand that some things change and some things nearly stay the same.</p> <p><b>Cause and Consequence</b></p> <p>-Understand that a cause makes something happen and that historical events have causes.</p> <p>-Explain that historical events are caused by things that occurs before them.</p> <p>-Understand that a consequence is something that happens as a result of something else.</p> <p><b>Similarities and Differences</b></p> <p>-Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female.</p> <p>-Recognise some similarities and differences between the past and present.</p> <p><b>Historical Significance</b></p>	<p>through pictures, photographs and objects.</p> <p><b>Cause and Consequence</b></p> <p>-Understand that a consequence is something that happens as a result of something else.</p> <p><b>Similarities and Differences</b></p> <p>-Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female.</p> <p><b>Historical Significance</b></p> <p>-Explain reasons who someone might be significant.</p>	<p>through pictures, photographs and objects.</p> <p>-Begin to understand that somethings change and somethings stay nearly the same.</p> <p><b>Similarities and Differences</b></p> <p>-Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female.</p> <p>-Identify that some things within living memory are similar and some things are different.</p> <p>-Recognise some similarities and differences between the past and the present.</p> <p>-Identify similarities and differences between ways of life in different periods.</p> <p><b>Historical Significance</b></p> <p>-Explain reasons who someone might be significant.</p>
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## History Progression Map

	-Talk about why the event was important and what happened.		-Talk about why the event or person was important and what changed / happened.
SMSC	SpD - b, MD - b	SpD – a, b, d MD – a, b, c SD – a CD – a, b, c, e	SpD-a, b, d MD-a, c SD-c CD-a, b, e

Year 3	Stone Age to Iron Age	The Romans	The History of Ashby-de-la-Zouch
Substantive Concepts	Building, economy (money), farming, migration, settlement, technology, tribe.	Building, city, civilisation, conquest, culture, economy (tax), empire enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).	Community, culture
Key Vocabulary	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	
Substantive Knowledge	-In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.  -The major change that happened later in the Stone Age was that people	-The city of Rome was founded in 753BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55BC.  -They built new roads and towns in Britain. This increased trade from the rest of the empire and	History of Ashby Castle The main street and links to Elizabethan times  Visit to Ashby Museum

# History Progression Map

	<p>started to settle in communities and farm the land.</p> <p>-People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.</p> <p>-In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</p> <p>-Stonehenge is a historic site that developed throughout this period. Lots of people added to it over the years.</p> <p>-During the Iron Age, people began to make tools and weapons from iron.</p> <p>-Hillforts developed during the Iron Age. Communities lived on hills for protection.</p>	<p>increased diversity in towns. Some of these roads and towns survive today.</p> <p>-In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</p> <p>-The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>-In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's wall.</p> <p>-The Roman's legacy can be seen in many places around Britain today.</p>	
Disciplinary Concepts	<p><b>Continuity and Change</b></p> <p>-Identify key things that stayed the same between periods.</p> <p>-Identify key things that changed between periods.</p>	<p><b>Continuity and Change</b></p> <p>-Start to explain the impact of some changes that have happened throughout different periods of time.</p>	Continuity and change

# History Progression Map

	<p>-Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p><b>Cause and Consequence</b></p> <p>-Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>-Begin to understand that historical events create changes that have consequences.</p> <p><b>Similarities and Differences</b></p> <p>-Identify and give some examples of how life was similar in the past.</p> <p><b>Historical Significance</b></p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>-Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>-Start to understand that there are times in history when change happens suddenly.</p> <p><b>Cause and Consequence</b></p> <p>-Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>-Begin to understand that historical events create changes that have consequences.</p> <p>-Explain a series of directly related events that happened in the lead up to the historical event.</p> <p>-Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Similarities and Differences</b></p> <p>-Identify and give some examples of how life was different for</p>	
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# History Progression Map

		<p>different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>-Identify and give some examples of how life was similar in the past.</p> <p><b>Historical Significance</b></p> <p>-Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	
SMSC	MD – b Sp - b	SpD – b MD – b CD – c	

# History Progression Map

Year 4	The Ancient Egyptians	Anglo-Saxons and Scots	The British Empire
Substantive Concepts	City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport	Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).	
Key Vocabulary	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots	
Substantive Knowledge	<p>-Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</p> <p>-Life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>-The ancient Egyptians built the pyramids.</p> <p>-When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</p> <p>-The ancient Egyptians wrote in hieroglyphics on papyrus.</p> <p>-The ancient Egyptians worshipped gods who were responsible for different aspects of life.</p>	<p>-The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.</p> <p>-Anglo-Saxon influence can be seen in place names in Britain today.</p> <p>-Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</p> <p>-The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</p> <p>-At the end of this period, Christianity became the main religion in Britain.</p>	

# History Progression Map

		-Many places of worship were built, including Canterbury Cathedral.	
Disciplinary Concepts	<p><b>Cause and Consequences</b></p> <p>-Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Similarities and Differences</b></p> <p>-Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>-Identify and give some examples of how life was similar in the past.</p> <p><b>Historical Significance</b></p> <p>-Understand that historical significance can be related to specific events, people, locations and ideas that are seen as particularly important to us.</p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did / happened.</p>	<p><b>Continuity and Change</b></p> <p>-Identify key things that stayed the same between periods.</p> <p>-Identify key things that changed between periods.</p> <p>-Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p><b>Cause and Consequences</b></p> <p>-Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>-Begin to understand that historical events create changes that have consequences.</p> <p>-Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>-Understand that historical events have consequences that</p>	

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SMSC	MD – b, c SpD – a, b CD – c	SpD – b MD – b CD – c	

# History Progression Map

Year 5	Ancient Greece	The Vikings and Anglo-Saxons	Leisure and Entertainment
Substantive Concepts	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).	Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarch), settlement, trade, tribe, war (invasion, conflict).	Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel
Key Vocabulary	Ancient, city, state, civilisation, democracy, empire, legacies, myth	Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid	Broadcast, economy, entertainment, golden age, leisure, society, technology
Substantive Knowledge	<p>-Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>-Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</p> <p>-Many objects produced in Ancient Greece were made by enslaved people.</p> <p>-The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</p> <p>-Ancient Athens is where democracy began.</p>	<p>-The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions and also traded in Britain.</p> <p>-The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.</p> <p>-King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</p>	<p>-During the 20<sup>th</sup> century, working conditions became better for many people. Working hours were limited and workers were entitled to holiday. People had more free time and often more money to spend on doing things they enjoyed.</p> <p>-holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad.</p> <p>-Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built.</p> <p>-Music technology developed so that by the end of the century, music could be listened to</p>

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	<p>-The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</p> <p>-The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</p> <p>-There are lots of myths that originate from this time, including the Trojan War.</p>	<p>-Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</p> <p>-Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>-In 1066, at the Battle of Hastings, the last Anglo-Saxon (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p>	<p>anywhere. Popular music became more accessible and reflected the mood of society at the time.</p> <p>-Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home.</p> <p>-Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.</p>
<p>Disciplinary Concepts</p>	<p><b>Continuity and Change</b></p> <p>-Understand and describe in some detail the main changes to an aspect of a period.</p> <p><b>Cause and Consequences</b></p> <p>-Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p><b>Similarities and Differences</b></p>	<p><b>Continuity and Change</b></p> <p>-Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>-Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>-Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p><b>Continuity and Change</b></p> <p>-Understand that there are times in history when change happened suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>-Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Cause and Consequences</b></p> <p>-Understand that some causes may be more significant than</p>

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	<p>-Explain and give varied examples of how life was similar and different in the past.</p> <p>-Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>-Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b></p> <p>-Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did / what happened and what impact it had.</p>	<p><b>Cause and Consequences</b></p> <p>-Examine in more detail the short and long term causes of an event being studied.</p> <p>-Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p><b>Similarities and Differences</b></p> <p>-Explain and give varied examples of how life was similar and different in the past.</p> <p>-Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>-Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b></p> <p>-Understand that what we consider to be significant can</p>	<p>others and that some causes are less significant.</p> <p>-Begin to understand that historians may not agree on the main causes of an event.</p> <p>-Understand that the consequences of one historical event can sometimes become the cause of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p><b>Similarities and Differences</b></p> <p>-Explain and give varied examples of how life was similar and different in the past.</p> <p>-Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>-Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b></p> <p>-Explain that historical significance is a personal decision</p>
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# History Progression Map

		<p>change throughout different periods.</p> <p>-Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally and globally.</p> <p>-Identify a range of historically significant people and events from different periods of history and explain why did / what happened and what impact it had.</p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did / what happened and what impact it had.</p>	<p>that people make – which means that not everyone agrees on who or what is significant.</p> <p>-Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally and globally.</p> <p>-Identify a range of historically significant people and events from different periods of history and explain why did / what happened and what impact it had.</p> <p>-Identify historically significant people and events from a period of history and give some detail about what they did / what happened and what impact it had.</p>
SMSC	MD – b, c SpD – a, b CD – a, c	SpD – b MD – b CD – c	SpD - a, b, c, d MD - c SD - c CD - a, b, d, e

# History Progression Map

Year 6	World War II	The Maya Civilisation	Our Town
Substantive Concepts	Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion)	Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion	Community, culture
Key Vocabulary	Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.	Cacao beans, civilisation, codices, drought, jaguar, maize, scribes	
Substantive Knowledge	<p>-The second World War (1939-1945) began because Hitler, the leader of the Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day and The Battle of the Bulge.</p> <p>-At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</p> <p>-Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</p> <p>-Food supplies from other counties were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p>	<p>-The ancient Maya developed an advanced number system for their time. This included the concept of zero as a place holder.</p> <p>The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</p> <p>-The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.</p>	

# History Progression Map

	<p>-Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</p> <p>-The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27<sup>th</sup> January each year.</p>	<p>-The Maya built cities, pyramids and ornate sculptures in the rainforest.</p> <p>-The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</p> <p>-The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16<sup>th</sup> century.</p>	
<p>Disciplinary Concepts</p>	<p><b>Continuity and Change</b></p> <p>-Explain why some periods in history may have had more change (e.g. post-war Britain) and some may have had more continuity.</p> <p>-Understand that there are times in history when change happened suddenly and these moments of change can be referred to as 'turning points' in history.</p>	<p><b>Continuity and Change</b></p> <p>-Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>-Understand that there are times in history when change happened suddenly and these moments of change can be referred to as 'turning points' in history.</p>	<p>Significance, evidence &amp; interpretation, change &amp; continuity</p>

# History Progression Map

	<p>-Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Cause and Consequence</b></p> <p>-Examine in more detail the short and long term causes of an event being studied.</p> <p>-Understand that one event can have multiple consequences that impact on many countries and civilisations.</p> <p>-Understand that the consequences of one historical event can sometimes become the cause of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>-Address and devise historical questions about cause and consequence.</p> <p><b>Similarities and Differences</b></p> <p>-Explain and give varied examples of how life was similar and different in the past.</p> <p>-Explain and give examples to show that things may have been different from place to place at the same time.</p>	<p>-Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Cause and Consequence</b></p> <p>-Examine in more detail the short and long term causes of an event being studied.</p> <p>-Understand that the consequences of one historical event can sometimes become the cause of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p>	
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## History Progression Map

	<p>-Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b></p> <p>-Start to explain the importance of an event using the following criteria; significant individually, regionally, nationally or globally.</p> <p>-Identify a range of historically significant people and events from a period of history and give some detail about what they did / what happened and what impact it had.</p>		
SMSC	<p>SpD – a, b, d            MD – a, b, c            SD – a            CD – a, b, c, e</p>	<p>SpD – b            CD – a, b</p>	