

### Key concepts (Big Ideas) in HISTORY

*Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.*

*Pupils make progress in history by developing:*

- *their knowledge about the past (substantive knowledge)*
- *their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge)*

*These two strands are taught in combination as pupils study each unit of history.*

#### Historical enquiry\*



Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.

#### Chronology\*



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

#### Culture



Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

## Conflict and disaster



Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.

## Explorers and Inventors



Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.



## Power





















Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.

Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronology</b>  Substantive knowledge about the past	Can talk about past and present events in their own lives	Can use words and phrases like: before, after, past, present, then and now.	Create a timeline using time vocabulary eg: modern, recent	Understand the difference between BC, AD, BCE and CE	Identify today and the current study period on a timeline in	Identify today and the current study period on a timeline in	Identify today and the current study period on a timeline in










































## Rokeby Park Primary School History Curriculum Progression

	<p>Use the terms past and present</p>	<p>Can sequence events on a simple timeline</p>	<p>or specific times eg: 1960s</p> <p>Can sequence events from beyond their lifetime on a timeline</p>	<p>Sequence key events from the period studied on a timeline</p>	<p>relation to previous studies</p> <p>Sequence 4 key events from the period studied on a timeline</p>	<p>relation to previous studies</p> <p>Sequence 6 key events from the period studied on a timeline, including dates</p>	<p>relation to previous studies</p> <p>Sequence at least 6 key events from the period studied on a timeline, including dates</p>
<p><b>Historical enquiry</b></p> <p>Disciplinary knowledge about historians understanding of the past is constructed from sources</p> 	<p>Can find out about things that have happened in my life by asking questions and looking at pictures</p>	<p>Can ask questions from sources eg: when was this written/made? What is this object? What was it used for?</p>	<p>Can use two different sources to make inferences about the past</p>	<p>Understand how historians use different sources to make inferences about the past.</p> <p>Can research information to answer specific historical questions.</p> <p>Understands how historical artefacts can be used to build up a picture of the past.</p> <p>Presents historical information in a variety of ways.</p>	<p>Understand how historians have used sources, including sources that show bias, to answer questions about the past.</p> <p>Uses a range of information, including own research, to present a historical argument.</p> <p>Asks thought provoking questions and can</p> <p>make comparisons between periods studied</p>		

## OVERVIEW OF TOPICS STUDIES AND WHEN KEY CONCEPTS ARE COVERED

		EYFS	KS1		Y3	Y4	Y5	Y6
<p>Historical contexts for learning</p> <p>Pupils revisit key concepts in a systematic way, making links between key themes in different periods.</p>	<p><b>AUTUMN TERM</b></p>		<p>Gunpowder plot</p>  	<p>Great Fire of London</p>  	<p>Iron Age to Stone Age</p>  	<p>Roman invasion of Britain</p>    	<p>Victorians</p>    	<p>Ancient Greece</p>    

# Rokeby Park Primary School History Curriculum Progression

<p>Through each unit, pupils deepen their knowledge about the past (substantive) and their understanding of how historians know about the past (disciplinary)</p>	<p><b>SPRING TERM – LOCAL HISTORY</b></p>	<p>Hull Zoo</p>  	<p>Amy Johnson</p> 	<p>Hull's Arctic Explorers</p>    	<p>Hull fishing trade</p>    	<p>Triple Trawler Tragedy</p>    	<p>Changes to the City of Hull</p>   	<p>William Wilberforce</p>   
	<p><b>SUMMER TERM</b></p>	<p>Transport</p>  	<p>Toys</p>  	<p>Florence Nightingale</p>  	<p>Mayan Civilisation</p>    	<p>Ancient Egyptians</p>    	<p>Vikings and Anglo-Saxons</p>   	<p>World War II and the Blitz in Hull</p>   

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Knowledge and skills sequencing		HISTORY – Second Order Concepts					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Similarity and difference</b>  Within the same time period eg: between groups, places or societies	I can identify and describe similarities and differences between myself and others	I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts		I can describe similarities and differences within a time period in relation to groups, places or societies  Eg: how did the Roman invasion of Britain affect different groups or places?  I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts		I can explain the differences in the lives of people from different social classes, cultures, religions or race  I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts	



## Rokeby Park Primary School History Curriculum Progression



<p><b>Cause and consequence</b></p> <p>Analysing <b>why</b> events happened</p>	<p>I can say why something happened</p>	<p>I can explain why a historical event happened and what happened as a result</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was</p>		<p>I can identify and give reasons for historical events and explain the impact</p> <p>I can explain how a historical event impacted on at least one of the 4 key concepts</p>	<p>I can explain a range of factors that caused historical events</p> <p>I understand the impact of historical events in a historical period or on later periods of history.</p>
<p><b>Continuity and change</b></p> <p>Analysing the <b>pace, type and extent of change across time periods, including what impact it had</b></p>	<p>I can talk about some things that have changed during my lifetime</p>	<p>I can identify things that have changed or stayed the same during my lifetime</p>	<p>I can identify things that have changed or stayed the same by comparing the present with a time before I was born</p>	<p>I can explain the links between significant events</p> <p>I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p>
<p><b>Historical significance</b></p> <p>Why some events or people are deemed to be significant by historians</p>	<p>I can recognise and describe special times or events for me, my friends or family</p>	<p>I know about some significant people or events from before I was born</p> <p>I can explain how historical events and people changed things</p>		<p>I am aware of some pivotal events and people in modern British history and why historians see them as significant</p>	<p>I understand the reasons why some events or people are deemed to be significant</p> <p>I am aware of a wider range of significant people and events from my studies of British and World History</p>



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