







Blandford St Mary Progression

Substantive concepts that are built over time (please refer to unit front sheets for explicit knowledge)

<u>Year</u>	<u>Legacy</u> 	<u>Invasion and settlement</u> 	<u>Religion</u> 	<u>Technological advancement</u> 	<u>Leadership</u> 	<u>Power</u> 
1	Explorers (discovery of new places and world records) Mary Anning changed our knowledge of fossils and dinosaurs.	Christopher Columbus was one of the first Europeans to discover the Americas		The development of plastic in toy manufacturing		Mary Anning (Poverty and lack of power linked to being a woman)
2	GFOL/Blandford gave us changes to housing Florence Nightingale gave us changes to nursing	Different European countries were invaded during WWI		The Great Fire of London and the Fire of Blandford led to the development of building materials and fire engines	There was a lack of direction from the monarchy and this caused the fire to continue for so long	Florence Nightingale and Mary Seacole influenced the governments of their countries
3	The Ancient Romans gave us baths; sanitation; roads and culture, religion Stone Age and Iron Age: Farming and trade	The Romans invasion (by boat) was linked to resources Stone Age and Iron Age people moved through settlement rather than invasion	The Romans brought Christianity to their empire	Developments of farming; housing, and settlements during Britain's Stone Age and Iron Age	The Romans introduced a central government Stone Age and Iron Age people were organised into separate tribes	The Roman Empire had an Emperor (Julius Ceasar)
4	Anglo-Saxons gave us our language and religion The Vikings gave Britain settlement names	The Anglo-Saxons began to visit Britain before the Romans left The Vikings invaded Britain due to it having more resources than in Scandinavia	The Anglo-Saxons were pagans but many became Christians	The Anglo-Saxons brought about many changes to England including a translation and production of part of the bible to English.	King Alfred defeated the Vikings at the Battle of Edington and set up an army and navy	The Romans left allowing the Anglo-Saxons to settle
5	The Maya – linked to religious beliefs Monuments Chocolate! WW2 alliances	WW2 invasions were linked to alliances.	The Maya believed in more than one God - each god was associated with different areas of life	Gas masks were used to protect civilians from attack	Countries involved in WWII had different forms of government: dictatorship and democracy	People in different countries were motivated through propaganda World War II had different impact on lives of women/men/children
6	Ancient Greece contributed to education, philosophy and democracy The invention of writing by the Shang people has impacted on modern-day China	The Shang Dynasty was defeated by the Zhou people, who lived in neighbouring lands in China	The Ancient Greeks had many Gods	The major achievements of the Ancient Greece civilisation include building temples, making scientific discoveries, they wrote plays, development of sports, leisure and music	There was a form of democracy in Ancient Greece The Shang Dynasty was controlled by a monarch	Ancient Greece had city-states with their own governance.

Disciplinary Knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Progression of Disciplinary Knowledge (overarching) these are developed and outlined more explicitly in each unit plan front cover.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology						
<ul style="list-style-type: none"> Understand the difference between now, Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year Order how people grow using first, next, last e.g. first you are a baby then you are a child and then you grow into an adult 	<ul style="list-style-type: none"> Develop an understanding of chronology working from themselves backwards. Sequence objects in order (linked to technological advancements wooden toys, plastic) (Toys) Sequence events in order within an individuals life (Explorers) 	<ul style="list-style-type: none"> Develop an understanding of chronology working from themselves backwards including all previous units of study Sequence smaller sequence of events that lead up to a bigger event (GFOL) 	<ul style="list-style-type: none"> Introduce the term BC and use this to help plot a timeline. Understand that when plotting BC dates, the smaller the number, the more recent the event. 	<ul style="list-style-type: none"> Be able to order events using the dates (BC-AD) Create timelines that span different time periods, understanding how they lead into each other (SA-IA-Rom-AS-Viking) 	<ul style="list-style-type: none"> Sequence with independence the key events, objects, themes, societies and people. Make informed comparisons between different times in the past (All units) 	<ul style="list-style-type: none"> Understand concurrent timelines (whilst one thing is happening in one place in the world, other events and time periods are happening in others (Shang and Ancient Greece with BA). Recalling key dates and using centuries accurately. (All units)
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change						
<p>Can talk about:</p> <ul style="list-style-type: none"> -Changes that have happened to themselves -That things change over time (e.g. seasons, growth, life cycles, memories, birthdays). 	<p>Can identify</p> <ul style="list-style-type: none"> Old and new things in a picture (Toys) What was different and what was the same when their parents and grandparents were children (Toys) 	<ul style="list-style-type: none"> -Identify how events create change (GFOL) Identify how people create change (MS/FN) Identify differences between long ago (beyond living memory) and now (GFOL) 	<ul style="list-style-type: none"> Can identify between and within periods: Things that stayed the same (BA-IA) Things that changed begin to understand why certain changes were important (SA-IA) Make links between events over time. (SA-IA) Begin to note the similarities and differences: <ul style="list-style-type: none"> -within current period of history being studied - when current period of history being studied is compared to previous periods that have been studied (SA-IA) 	<ul style="list-style-type: none"> Can identify between and within periods: Things that stayed the same and things that changed (between rulers Romans-Vikings) How invasion/leadership/power impacted change Make links between events over time. (Roman leaving, AS settlement) Make links between periods of study occurring in the same time but in different places around the world and how some events caused others (Roman withdrawal linked to defence of Empire, AS settlement, Viking invasion) 	<ul style="list-style-type: none"> Compare similarities and differences and changes across history e.g. in terms of importance, progress or the type and nature of the change. (Mayans. WWII) Make connections identifying trends/ contrasts over time. (Mayans) 	<ul style="list-style-type: none"> Make links between periods of study occurring in the same time but in different places around the world (Shang and AG). What are the similarities and differences of the Greek achievements compared to that in Britain at the same time? (AG)
<ul style="list-style-type: none"> What has stayed the same? What is different? 	<ul style="list-style-type: none"> What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today? 		<ul style="list-style-type: none"> What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why? 		<ul style="list-style-type: none"> Note connections, contrasts and trends over time (AG) Devise historically valid questions about continuity and change. (Shang) 	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence						
<ul style="list-style-type: none"> Question why things happen and give explanations Begin to identify what made something happen 	<ul style="list-style-type: none"> Recognise that significant events happened because of a cause (explorers MA) Understand that aspects of life changed following an events (Mary Seacole and Florence/MA) 	<ul style="list-style-type: none"> Recognise that significant events happened because of a cause (GFOL) Identify which events were more the most significant in the sequence (GFOL) Identify legacy changes/Dvts (significance) created as result of an individual (MS/FN and explorers) 	<ul style="list-style-type: none"> Look for links and effects in time studied and offer a reasonable explanation for some events (e.g. dvt metal SA-IA) Identify reasons for and results of people's actions understand why people may have had to do something (Romans Boudicca) Address and devise historical questions about cause (Romans) 	<ul style="list-style-type: none"> Address and devise historical questions about cause (AS-Vikings) Comment on the importance of cause and effects for some key events /daily life (Romans) Identify how multiple factors linked together, led to key events (Romans/AS/Local History) (e.g. reasons for invasion, AS due to flooding/invitation by England /resources) 	<ul style="list-style-type: none"> Explain the role and significance of different causes and effects of a range of events. (Mayans) Explain short and long term consequences. (Mayans) Leaders decisions can impact millions of people and lead to persecution (WW2) Understand how smaller events around the world caused large events to happen (WW2) 	<ul style="list-style-type: none"> Comment independently on different types of causes and effects for most of the events covered, including longer and shorter-term aspects. (Shang) Identify recurring causes of problems through time. (AG)
<ul style="list-style-type: none"> What happened? Why? 	<ul style="list-style-type: none"> Why did people do things? Why did an event happen? What happened as a result? 	<ul style="list-style-type: none"> Why did it happen? What was the result? Who was affected? What was the impact of the event on others? 	<ul style="list-style-type: none"> Address and devise valid questions about cause and consequence. 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Significance						
<ul style="list-style-type: none"> Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> Identify factors that make someone a significant person. (MS&FN /MA) 	<ul style="list-style-type: none"> Identify factors that create both significant people and events from a study of both people and events (GFOL / explorers) 	<ul style="list-style-type: none"> Identify why changes in technology impacted people (local and worldwide) Know that the Romans brought Christianity to this country. (Local / Boudicca Romans) 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and what they did/happened. (AS to Vikings) 	<ul style="list-style-type: none"> Identify why interpretations can change in light of new evidence. (Mayans) Understand the impact of an individual or event in a wider context: the extent to which it impacted other people (WWII) 	<ul style="list-style-type: none"> Identify the significance of different historic periods. (AG)
<ul style="list-style-type: none"> Can you tell me why that is special? Can you tell me what happened? 	<ul style="list-style-type: none"> Who was an important person? What did this person do? What important thing happened? What changed after this? 	<ul style="list-style-type: none"> Why was this person important? What did this person do that was important? What important thing happened and what changed as a result? 	<ul style="list-style-type: none"> How did ancient civilisations impact on today's civilisations? (AG, Shang, Mayan) 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and Differences						
<ul style="list-style-type: none"> Know about similarities and differences between: 	<ul style="list-style-type: none"> Start to understand life was different for different people in the past: -rich and poor (Mary Anning) 	<ul style="list-style-type: none"> Understand that life can be different for people living within the same time. (link to power) (FN&MS) 	<ul style="list-style-type: none"> Identify (by including some examples) how life was different for different people in the past: rich and poor (Romans) 	<ul style="list-style-type: none"> Identify (by including some examples) how life was different for different people in the past (Corfe Castle) rich and poor 	<ul style="list-style-type: none"> Identify that one event can have multiple effects i.e WW2 	<ul style="list-style-type: none"> Identify the continuity of change throughout history i.e housing, society etc (Mayan)

<ul style="list-style-type: none"> -themselves and others <ul style="list-style-type: none"> - families -communities -traditions 	<ul style="list-style-type: none"> -male and female (Mary Anning) 		<ul style="list-style-type: none"> male and female different cultures and races (SA-IA) different religions Identify that this may have been different in different places at the same time. (SA-IA) 	<ul style="list-style-type: none"> male and female different religions (As-Vikings) 		<ul style="list-style-type: none"> Compare and contrast the lives of different people in a society (Shang)
<ul style="list-style-type: none"> What is the same? What is different? 	<ul style="list-style-type: none"> Was this the same for everyone? How would life of a poor person have been different? Who would this have been different for? 		<ul style="list-style-type: none"> Can you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different? 		<ul style="list-style-type: none"> How have certain events in history impacted on lives today? 	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Evidence and Interpretations						
<ul style="list-style-type: none"> Understand people have had different experiences Understand people have & might like different things. Sort some objects into new and old 	<ul style="list-style-type: none"> Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) Sort some objects/artefacts between then and now and note key similarities and differences Identify that two people can have different views of the same event (GFOL) 	<ul style="list-style-type: none"> Find similarities between sources of the same event (recognising that the more something is corroborated, the more likely it is that it occurred). FN letters and pictures of the wards / Sam Peyps diary and painting of (GFOL) 	<ul style="list-style-type: none"> Know that there are different types of sources (primary and secondary). (SA-IA) A primary source is something that existed at the time (SA-IA) A secondary source is something created by someone who has not lived through the time/event being discussed. (SA-IA) Identify different sources that have given them information about their study period. (Romans) Identify details in pictures and artefacts. Use evidence from a source to answer a question or support and answer (Romans) 	<ul style="list-style-type: none"> Understand that different versions of the past may exist. evaluate which sources are the most useful and explain why Consider why there are different versions of events. That these may vary depending upon a person's place/role/side in history (AS- Vikings) 	<ul style="list-style-type: none"> Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. (WWII) 	<ul style="list-style-type: none"> Compare the significance of events, developments and people across history and time periods studied. (AG) Understand and explain the nature and reasons for interpretations in a range of topics (Shang) Consider how to check fact, fiction or opinion. (Shang, Ag)
	<ul style="list-style-type: none"> Why is it different? What did the person think? Why did they think that? 		<ul style="list-style-type: none"> What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently? 		<ul style="list-style-type: none"> Understand that our historical knowledge of the past is constructed from a range of sources. 	