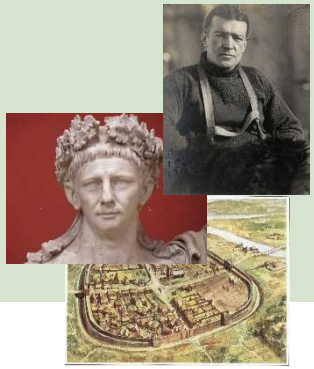
History Progression Framework

Acorn

Substantive Knowledge	Disciplinary Knowledge	Vocabulary
• To know about some changes within living memory for example identifying some differences in the toys played with by parents and grandparents • To be able to identify some significant people from the past and explain why they are important, including Mary Anning, Amelia Earhart, Neil Armstrong, Samuel Pepys, Florence Nightingale and Mary Seacole • To describe some events from beyond living memory, including The Great Fire of London and the first female solo flight across the Atlantic Ocean • To describe the significant event of William Buckland discovering dinosaur footprints in Stonesfield	• To use their knowledge of artefacts to explain how they know something is old – for example by comparing the features of old toys to toys from the present • To be able to sequence significant events from Amelia Earhart's life on a timeline • To identify useful sources that help us to learn about events from the past such as Samuel Pepys's diary when learning about The Great Fire of London • To use their knowledge of the past to make comparisons about aspects of life in different time periods, for example by comparing the nursing methods and conditions of Mary Seacole and Florence Nightingale 	Museum New Old Past Present Significant Source Timeline

Chestnut

Substantive Knowledge	Disciplinary Knowledge	Vocabulary
• To identify some significant people from the past and explain how they have contributed to national and international achievements, including Louis Braille, Ernest Shackleton, Matthew Henson, Alexander Bell and William Caxton • To explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life • To say what was distinctive about 3 different periods in the Bronze Age • To describe the ways in which life changed, for example during the Iron Age. • To know about the impact of Roman invasion on Britain and explain why the Romans left after nearly 400years of rule • To name 4 ways the Romans still impact our lives today • To know why Claudius invaded Britain although Ceaser did not stay	• To use sources including artefacts and images to sequence the key events in Shackleton's polar expedition • To explore the evidence that can be used to support the accounts of Shackleton and Henson and to use this make decisions about the reliability of the accounts • To sequence in the correct order the names used by historians to describe different time periods • To refer to different sources to explain how we know so much about periods in history from thousands of years ago • To use evidence to explain the various theories as to why Stone Henge was built • To use their knowledge of sources to explain why we have different interpretations of Boudica today • To explore how evidence is used to make Historical claims in relation to the Anglo Saxons and Scots • To use learning about archaeology to make comparisons between Anglo Saxon and Roman settlements	Archaeology Artefact Chronological Empire Expedition Invasion Settlement Time periods 

Maple

Substantive Knowledge	Disciplinary Knowledge	Vocabulary
• To name some of the civilisations in History including the Indus Valley civilization and Sumerian civilisation and describe some of the advancements created by them including number systems and the invention of the wheel • To describe what life looked like before the development of settlements, including the use of tents and travelling to find food • To describe some methods people from the Indus Valley Civilisation used to keep track of trade • To know that even before the Sumerian civilisation people had built temples to worship their gods • To describe who and how the Shang worshiped • To describe some of the changes that took place in Bladon and the surrounding area in Victorian times, including the shift in population from the countryside to industrial towns • To list some of the changes that took place during Queen Victoria's 64-year reign including the inventions of railways, motor cars and telephones • To describe the gap between rich and poor society in Victorian times	• To understand how our knowledge of the past is constructed from a range of sources, for example that evidence has been discovered to prove the existence of the Shang Dynasty, and that the discovery of Oracle Bones is the best proof that the Chinese could write • To explore the achievements of the Shang Dynasty through handling artefacts at Compton Verney • To use artefacts such as logbooks, registers and diaries to study the History of Bladon School and use these to devise historically valid questions about change, cause, similarity and difference, and significance • To explore Victorian artefacts at Woodstock Museum and use these to note connections and contrasts to the present • To construct informed responses that involve thoughtful selection and organisation of relevant historical information, through creating speeches for or against children having to work as they did in Victorian Britain	Ancestors Civilisation Community Dynasty Tade Prehistory

Orchard

Substantive Knowledge	Disciplinary Knowledge	Vocabulary
• To know that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east • To know it was during the Anglo-Saxon period that there were better laws and a flowering of literature. • To list some reasons why the Anglo Saxons invaded • To know the Vikings did not worship a single god but made offerings to a large number • To describe the battles between the Anglo Saxons and Vikings and how this influenced future periods of time • To know that Vikings were not only raiders but also traders and settlers • To know that in the year 1000 settlements like Chichen Itza were among the largest settlements anywhere in the world • To describe some of the typical features of a Mayan settlement • To know where the Titanic was travelling and to list some reasons were going there	• To make connections and identify contrasts between different civilisations previously learned about and the Mayans • To regularly address and sometimes devise historically valid questions. For example, by finding out about the naming of 'Alfred the Great' and to use sources to investigate why not everyone agrees with this title • To construct informed responses that involve thoughtful selection and organisation of relevant historical information to decide who they believe is responsible for the sinking of the Titanic • To understand how our knowledge of the past is constructed from a range of sources. For example, by exploring artefacts such as passenger cards and use this to identify the class system used on board the Titanic and that the Maya's use of hieroglyphics can be used to learn more about their advancements	Class system Emigrant Hypothesis Impact Invasion Migration Society