

## Core themes & Progression of Disciplinary Skills – History

*Core themes in our history curriculum: ‘Invasion’, ‘Local History’, ‘Significant Figures’, ‘Impact on Britain’*

*Throughout our history curriculum, we ensure pupil’s learning builds on what they have previously learnt and base our curriculum content around these four themes.*

*Disciplinary skills are woven throughout all topics, with clear progression for each Key Stage Phase:*

<b>Cycle A</b>	<b>Years 1 &amp; 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
Autumn Term	<p><i>If you go down to the woods today, what will you find?</i> Non-history topic</p> <p><i>How is the UK different from the artic regions?</i> Non-history topic</p>	<p><i>What did the Romans do for Doncaster?</i> <b>Core theme: Local History, Impact on Britain &amp; Invasion</b> Cause and Consequence Historical Significance Use of Evidence</p>	<p><i>Why is the Earth so explosive?</i> Non-history topic</p>
Spring Term	<p><i>Which wonder would you visit?</i> Non-history topic</p>	<p><i>Would you rather live in the UK or Italy?</i> Non-history topic</p>	<p><i>What impact did the Tudor Monarchy have on Britain?</i> <b>Core theme: Significant Figures (Henry VIII) &amp; Impact on Britain</b> Cause and Consequence Historical Significance Use of Evidence</p>
Summer Term	<p><i>Why do people love to be beside the seaside?</i> <b>Core theme: Significant Figures (Grace Darling)</b> Historical Significance Similarities and Differences Use of Evidence</p>	<p><i>How would you survive in the rainforest?</i> Non-history topic</p>	<p><i>How does water shape the world we live in?</i> Non-history topic</p>

Cycle B	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term	<p><i>Where did all the castles come from?</i></p> <p><b>Core theme: Local History (Conisbrough Castle) &amp; Invasion</b>            Cause and Consequence            Chronology</p> <p><i>How do we stay healthy?</i></p> <p><b>Core theme: Significant Figures (Florence Nightingale)</b>            Historical Significance</p>	<p><i>How do we know about the Lost Lands?</i></p> <p><b>Core theme: Significant Figures (Howard Carter) &amp; Impact on Britain</b>            Historical Significance            Chronology            Use of Evidence</p>	<p><i>How advanced were the Maya for their time?</i></p> <p>Chronology            Similarities and Differences</p>
Spring Term	<p><i>How has Mexborough changed and what might it look like in the future?</i></p> <p><b>Core theme: Local History</b>            Similarities and Differences            Chronology            Use of Evidence</p>	<p><i>How did Early Man survive?</i></p> <p><b>Core theme: Impact on Britain</b>            Similarities and Differences            Chronology</p>	<p><i>Why were Vikings successful invaders?</i></p> <p><b>Core theme: Invasion &amp; Impact on Britain</b>            Similarities and Differences</p>
Summer Term	<p><i>Why do people visit London?</i></p> <p><b>Core theme: Significant Figures (King Charles) &amp; Impact on Britain (Great Fire of London)</b>            Cause and Consequence            Historical Significance</p>	<p><i>Extreme Planet</i>            Non-history topic</p>	<p><i>What happened to all the coal mines?</i></p> <p><b>Core theme: Local History</b>            Cause and Consequence            Historical Significance            Use of Evidence</p>

## Progression of disciplinary skills

<b>Cause and Consequence</b> – thinking about why things happened and what effects they had.	
Year 1 & 2	<ul style="list-style-type: none"> <li>• Can identify and describe simple causes and effects of an event.</li> <li>• Recognise that historical events happen for a reason.</li> <li>• Can identify and explain simple causes and effects from stories or history</li> <li>• Begins to understand that historical events can have long term consequences.</li> </ul>
Year 3 & 4	<ul style="list-style-type: none"> <li>• Can identify and explain simple causes of historical events</li> <li>• Can describe basic short-term and long-term consequences of events</li> <li>• Begins to understand that some events have more than one cause and effect.</li> <li>• Recognises that different people may have been affected by events in different ways.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Can explain both short-term and long-term causes and consequences, linking them together.</li> <li>• Begins to evaluate and prioritise the importance of different causes and consequences.</li> <li>• Can recognise that some consequences were intended, while others were unintended</li> <li>• Can compare and contrast causes and consequences across different events or periods of history</li> </ul>
<b>Historical Significance</b> - Understand why some people and events are remembered more than others.	
Year 1 & 2	<ul style="list-style-type: none"> <li>• Identifies significant people, events or places from the past.</li> <li>• Recognises that some individuals are remembered because they did important things.</li> <li>• Describes in simple terms why someone or something is remembered.</li> <li>• Begins to understand that significance is linked to change or impact.</li> </ul>
Year 3 & 4	<ul style="list-style-type: none"> <li>• Explains why certain people or events are considered significant using basic criteria</li> <li>• Compares the importance of two historical figures or events, giving simple reasons.</li> <li>• Recognises that not everyone in the past is remembered equally and begins to question why.</li> <li>• Uses sources to identify reasons for an individual or event’s historical importance.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Evaluates the significance of historical individuals or events using multiple criteria</li> <li>• Justifies opinions about significance with reference to evidence or historical context.</li> <li>• Compares how different groups or perspectives might view the importance of the same person or event.</li> <li>• Understands that historical significance is constructed and can change over time depending on perspective and values.</li> </ul>
<b>Similarities and Differences</b> – exploring how people, places and experiences are different or similar across time periods.	
Year 1 & 2	<ul style="list-style-type: none"> <li>• Recognises and describes simple similarities and differences between past and present</li> <li>• Identifies basic differences between people and events in the past</li> <li>• Begins to understand that life was not the same for everyone in the past.</li> </ul>

Year 3 & 4	<ul style="list-style-type: none"> <li>• Makes structured comparisons between different time periods or groups.</li> <li>• Begins to suggest reasons for differences and similarities.</li> <li>• Uses sources and evidence to support simple comparisons.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Makes detailed comparisons across different historical contexts, drawing out both similarities and differences.</li> <li>• Evaluates change and continuity over time, including long-term impacts.</li> <li>• Uses a range of historical sources and interpretations to support comparative analysis.</li> </ul>
<b>Chronology</b> – understanding the order of events and how time periods relate to one another.	
Year 1 & 2	<ul style="list-style-type: none"> <li>• To know that things change over time and can identify differences between old and new.</li> <li>• To talk about events in the past and present, sequencing events in chronological order.</li> <li>• To use time related vocab – before, after, a long time ago, now.</li> </ul>
Year 3 & 4	<ul style="list-style-type: none"> <li>• Recognise key changes within and across time periods.</li> <li>• Place historical events and periods on a timeline using dates and understand how they overlap (using language such as ancient, modern, AD, BC)</li> <li>• To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, Holy-Empire), Roman Britain.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Make connections and comparisons between different time periods studied.</li> <li>• Use dates and historical terms accurately</li> <li>• To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, Holy-Empire), Roman Britain, Anglo-Saxons, Vikings, Tudor England, Mining.</li> </ul>
<b>Use of Evidence</b> – Learning how historians find out about the past.	
Year 1 & 2	<ul style="list-style-type: none"> <li>• To know that sources are things that survive from the past, and give use clues about what it was like.</li> <li>• To use a source to make a prediction about history.</li> <li>• To answer questions using sources selected for them.</li> </ul>
Year 3 & 4	<ul style="list-style-type: none"> <li>• To know that historians use sources to find out about the past.</li> <li>• To know that there are different types of sources such as artifacts and documentation.</li> <li>• To use a source to answer a question about history independently.</li> <li>• To purposefully search for information, such as through the internet or books, to answer the big question.</li> <li>• To know that some sources may be less reliable due to bias and consider reliability when answering questions.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• To use a range of sources, such as artifacts and documentation, to build a picture about the past.</li> <li>• To know that different kinds of sources answer different kinds of questions.</li> <li>• To purposefully select information, from sources, when forming responses to questions.</li> <li>• To consider the reliability of a source by looking at the authenticity and validity of sources; considering their persuasive techniques, author and viewpoints.</li> </ul>

