

# History Progression of Pitch (EYFS – KS2)

	<b>Autumn 1</b> What makes me, me?	<b>Autumn 2</b> How do we celebrate?	<b>Spring 1</b> Who can help us?	<b>Spring 2</b> Was it a happily ever after?	<b>Summer 1</b> What is lurking at the bottom of the garden?	<b>Summer 2</b> Where can we travel?
<b>EYFS</b> <b>Understanding the World: Past and Present (Early History)</b>	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Know what happens in the morning / afternoon of school.	Begin to make sense of their own life-story and family's history.	Describe images of familiar situations in the past using photographs and stories.	Recount events orally / pictorially / written, e.g. recounting a trip or event.  Use first, next, after that and finally to sequence events.	Retell an event orally, pictorially and / or with captions in chronological order, e.g. A recount from a school visit to Home Farm, Temple Newsam.  Explain changes in my own life, e.g. baby to toddler.	Order stories and events successfully, explaining key events and using sequencing language.  Describe events that have happened this year using correct tense.
<b>ELG:</b>	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.					

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<b>Year 1</b>	<b>Autumn 2</b> <b>How are our toys different to our grandparents?</b>	<b>Spring 2</b> <b>Why did the Great Fire of London spread?</b>	<b>Summer 2</b> <b>What was life like in Temple Newsam House?</b>
<b>NC link</b>	Changes within living memory	Events beyond living memory	Significant historical events in own locality Changes within and beyond living memory
<b>Substantive Knowledge</b> <b>(Knowledge of the past)</b>	<ul style="list-style-type: none"> <li>Know that I was once a baby.</li> <li>Know that I have changed since I was a baby.</li> <li>Know that I have just moved class (compare Year 1 to Reception).</li> <li>Know how toys looked at different points of time.</li> <li>Know some differences between toys today and toys in the past, e.g. material, battery powered.</li> </ul>	<ul style="list-style-type: none"> <li>Know the fire started in Pudding Lane in a Bakery owned by Thomas Farriner in 1666.</li> <li>Know it spread because of the wind and houses being made from wood and built close together.</li> <li>Know they pulled houses down to stop it.</li> <li>Know that London was rebuilt differently from brick and with spaces between buildings.</li> <li>Know that the fire brigade was developed as a result of the fire.</li> <li>Know that Samuel Pepys kept a diary of the events.</li> </ul>	<ul style="list-style-type: none"> <li>Know The Manor of Newsam was formed over 1000 years ago.</li> <li>Know Lord Darcy built the house about 500 years ago.</li> <li>Know it was the largest in Yorkshire when it was built.</li> <li>Know many royals owned Temple Newsam House over the years.</li> <li>Know the Ingram family owned it from 1622.</li> <li>Know it has been used as a house, a WW1 hospital and now an art gallery.</li> </ul>
<b>Disciplinary Knowledge</b> <b>(How that knowledge is acquired and used to shape arguments)</b>	<p><b>Chronology</b> Sequence events in their life. Sequence artefacts (toys) and photographs from different points in history.</p> <p><b>Continuity and change</b> Describe how toys have changed over time, e.g. materials, technology. Compare own life and interests now with their babyhood, e.g. recalling a significant memory from the past.</p> <p><b>Sources and evidence</b> Use a source of information to find out about someone's life in the past. Give examples of different sources, e.g. artefacts like old toys.</p>	<p><b>Chronology</b> Sequence events of a significant event.</p> <p><b>Cause and consequence</b> Know and recount episodes from stories about the past, saying why it happened, e.g. Great Fire of London.</p> <p><b>Similarity and difference</b> Compare the houses in the Great Fire of London to houses today.</p> <p><b>Historical interpretation and significance</b> Describe why an event or individual from the past is important for us to learn about, e.g. Great Fire of London.</p>	<p><b>Chronology</b> Sequence photographs from different points in history.</p> <p><b>Similarity and difference</b> Compare the lives of different people within one place or era, e.g. people living in Temple Newsam House.</p> <p><b>Sources and evidence</b> Ask and respond to simple questions about the past, using sources of information. Use simple source materials, e.g. photographs, to answer questions about an event beyond living memory.</p> <p><b>Historical interpretation and significance</b> Describe, in simple terms, why a significant individual is important to our locality. Describe, in simple terms, the importance of a local place or landmark.</p>
<b>Vocabulary</b>	long ago, after, before, past, present, younger	change, event, past, present, timeline, time order	manor, chronological order, significant, landmark, source

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<b>Year 2</b>	<b>Autumn 2</b> <i>Would I have had fun growing up in Victorian Leeds?</i>	<b>Spring 2</b> <i>What can we learn from Mary Anning?</i>	<b>Summer 2</b> <i>What makes Leeds West Indian Carnival so special?</i>
<b>NC link</b>	Changes within and beyond living memory	Lives of significant individuals in the past	Significant historical events in own locality
<b>Substantive Knowledge (Knowledge of the past)</b>	<ul style="list-style-type: none"> <li>Know that Queen Victoria reigned over a hundred years ago.</li> <li>Know she became queen in 1837.</li> <li>Know that children went to school and were separated into girls and boys.</li> <li>Know children wrote on a slate / with a quill.</li> <li>Know children were punished with a cane.</li> <li>Know that poor children worked in the mill.</li> <li>Know the Victorian age saw advances in technology, e.g. light bulb, typewriters, sewing machines and radios.</li> </ul>	<ul style="list-style-type: none"> <li>Know fossils are remains of creatures that lived millions of years ago.</li> <li>Know Mary Anning was an English fossil hunter and studied fossils.</li> <li>Know Mary Anning lived just before and during the Victorian Era.</li> <li>Know she was born to a poor family in 1799.</li> <li>Know she earned her living finding and preparing fossils.</li> <li>Know she was one of the first palaeontologists.</li> <li>Know she helped people understand how the world has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Know Leeds West Indian Carnival is the oldest authentic Caribbean carnival in Europe.</li> <li>It began in 1966 led by Arthur France, MBE.</li> <li>Know the founders wanted to share their Jamaican heritage.</li> <li>Know why it is important that the Carnival is celebrated every year.</li> <li>Know there is a strong tradition of dance, music and costumes.</li> </ul>
<b>Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)</b>	<p><b>Chronology</b> Order people and events from different points in history on an unscaled timeline. Use further terms associated with the past, e.g. year, decade and century.</p> <p><b>Continuity and change</b> Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p> <p><b>Sources and evidence</b> Build a 'bigger picture' of a historical period, using a range of source material.</p>	<p><b>Cause and consequence</b> Recognise why people did things and what happened as a result, e.g. Mary Anning discoveries.</p> <p><b>Historical interpretation and significance</b> Describe the impact of an individual on modern lives in Britain and beyond, e.g. Mary Anning. Describe how an important individual is remembered and why, e.g. Mary Anning.</p> <p><b>Continuity and change</b> Describe what has changed as a result of an event, e.g. Mary Anning.</p> <p><b>Sources and evidence</b> Begin to make inferences about the lives of people from the past based on physical evidence, e.g. Mary Anning.</p>	<p><b>Cause and consequence</b> Recognise why events happened and what happened as a result, e.g. why Leeds West Indian Carnival began.</p> <p><b>Historical interpretation and significance</b> Describe how an important event or an individual is remembered and why, e.g. Arthur France / Leeds West Indian Carnival.</p> <p><b>Continuity and change</b> Describe what has changed as a result of an event, e.g. West Indian culture in Leeds.</p>
<b>Vocabulary</b>	modern, century, past, artefact, chronological order, similarity	century, extinct, important, fossil, future, evidence	Caribbean, heritage, tradition, chronological order, significant

# History Progression of Pitch (EYFS – KS2)

<b>LKS2 (cycle 1)</b>	<b>Autumn 2 How did the Romans change Britain?</b>	<b>Spring 2 What is the legacy of the Ancient Greeks?</b>	<b>Summer 2 What was Alexander the Great's impact on the Greek empire?</b>
<b>NC links</b>	Roman Empire and its impact on Britain	Ancient Greece – a study of Greek life and achievements and their influence on the western world	The achievements of the earliest civilisations (link knowledge of Ancient Romans / Greeks)
<b>Substantive Knowledge (Knowledge of the past)</b>	<ul style="list-style-type: none"> <li>Know Rome is in Italy (Europe).</li> <li>Know the Roman Empire began about 2000 years ago.</li> <li>Know the Roman Empire lasted for about 1500 years.</li> <li>Know Julius Caesar / Emperor Claudius were Roman leaders.</li> <li>Know Julius Caesar / Emperor Claudius invaded Britain.</li> <li>Know EC built a huge empire, invading parts of Europe, Asia and North Africa.</li> <li>Know the Romans developed well built roads for transport / trade.</li> <li>Know how trade allowed the Roman Empire to become so wealthy and powerful.</li> <li>Know they invented aqueducts for public toilets, sewers and baths.</li> <li>Know they believed in many gods and built temples.</li> <li>Know, by 391AD, Christianity was the official Roman religion.</li> </ul>	<ul style="list-style-type: none"> <li>Know Greece is in Europe.</li> <li>Know the Ancient Greek civilisation began about 2,500 years ago.</li> <li>Know the civilisation lasted about 600 years.</li> <li>Know they were the first to create a democracy.</li> <li>Important city states were Athens and Sparta.</li> <li>Boys went to school but girls did not.</li> <li>The first recorded Olympic Games was in 776BC in Olympia.</li> <li>Believed in many gods.</li> <li>Believed gods controlled everything.</li> <li>Built temples to different gods.</li> <li>Held festivals to pray to gods.</li> </ul>	<ul style="list-style-type: none"> <li>Know Alexander the Great was a bold military leader who lived: 356 – 323 BCE</li> <li>Know he conquered enough land to create a 5.1 million km<sup>2</sup> empire.</li> <li>Know in just 13 years, he created the largest empire in human history, spreading from Africa to Asia.</li> <li>Know some historians say he believed he could never be killed because he was the son of Zeus.</li> <li>Know he introduced Greek culture to much of the world.</li> </ul>
<b>Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)</b>	<p><b>Chronology</b> Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Order events on a scaled timeline including BC / AD. Remember key historical facts and some dates from a period studied.</p> <p><b>Cause and consequence</b> Begin to explain why people did things, e.g. Roman Empire invade Britain. Explain the impact of a significant historical figure / event on life in Britain.</p> <p><b>Continuity and change</b> Compare lives of people from the distant past to our own and identify differences.</p>	<p><b>Historical interpretation and significance</b> Describe links between the Geography of an area and its History. Explain how individual areas / sites can inform our wider understanding, e.g mountainous areas of Greece. Understand how the earliest events in history contributed to the formation of civilisation. Ask and answer more complex questions through independent research.</p> <p><b>Sources and evidence</b> Explain what is meant by a primary source. Use a range of sources to find out about a period and the lives of people from the past. Begin to use books / library / internet for research.</p> <p><b>Similarity and difference</b> Compare two aspects of the Ancient Greeks (Athens and Sparta) and identify similarities and differences between them.</p>	<p><b>Sources of evidence</b> Use a range of source materials to answer questions about the past which go beyond simple observations.</p> <p><b>Cause and consequence</b> Identify key features and events of time studied, looking for links and effects across the periods, e.g. spread of Greek culture. Offer a reasonable explanation for some events. Explain that an event can have more than one cause, e.g. the reasons for Alexander the Great invading.</p> <p><b>Similarity and difference</b> Compare two periods of history, identifying similarities and differences between them, Ancient Romans and Greeks.</p>
<b>Vocabulary</b>	aqueduct, conquest, empire, impact, invasion, territory	city state, democracy, empire, legacy, mythology, BC/AD	conquer, conquest, empire, invasion, culture, influence

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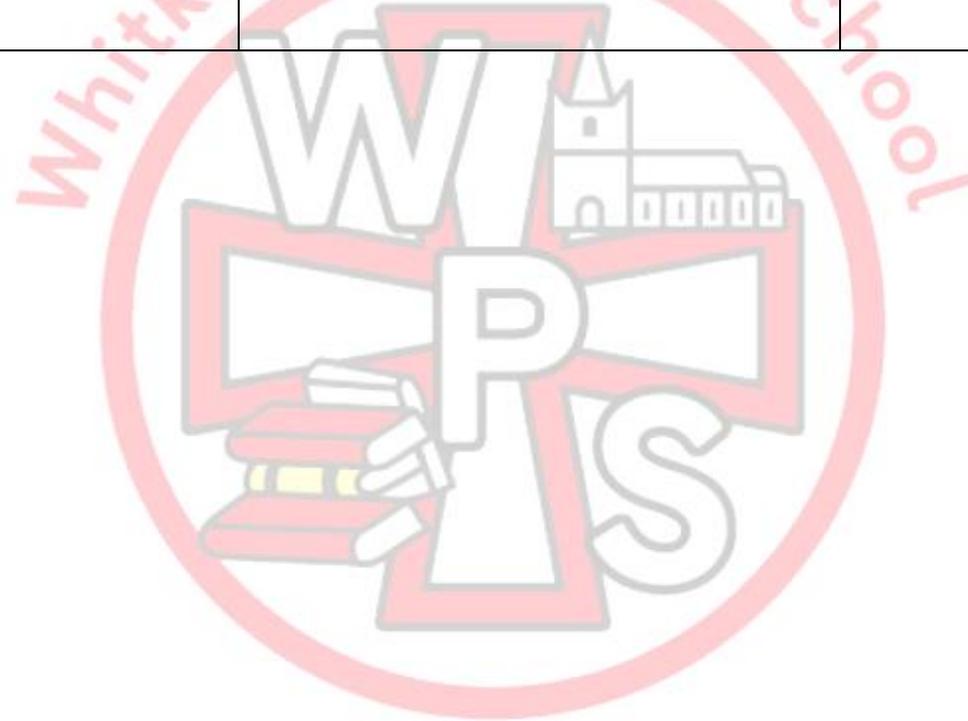
<b>LKS2 (cycle 2)</b>	<b>Autumn 2 Who were the first people in Britain?</b>	<b>Spring 2 What was the greatest achievement of Ancient Egypt?</b>	<b>Summer 2 Who lived in Whitby Abbey?</b>
<b>NC links</b>	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations	A local history study (Yorkshire)
<b>Substantive Knowledge (Knowledge of the past)</b>	<ul style="list-style-type: none"> <li>Know that in the Stone Age people were hunter-gatherers, made clothes from animal skins</li> <li>Know how houses changed from Stone Age to Iron Age (first settlements).</li> <li>Know people discovered different metals. This resulted in the development of tools and weapons.</li> <li>Know that as tools and weapons improved in the Iron Age, people settled down and agriculture began.</li> <li>Know how trade between settlements started during the Neolithic period.</li> <li>Know that in the Bronze and Iron Age, hill forts were built to protect trade routes that spanned into Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Know that Egypt is in Africa.</li> <li>Know that tribes settled around the Nile.</li> <li>Know the Egyptian pharaoh Hatshepsut developed trade routes, leading to a time of prosperity for the Ancient Egyptians.</li> <li>Know they used the sun to separate the year into 12 months.</li> <li>Know they developed a number system.</li> <li>Know they mummified bodies (which meant they learnt about the inside of the body).</li> <li>Know they developed herbal remedies.</li> <li>Know they developed technology to build large pyramids and palaces (used ramps and levers).</li> </ul>	<ul style="list-style-type: none"> <li>Know settlers came to Whitby during the late Bronze Age.</li> <li>Know Whitby Abbey was an important monastery in Anglo-Saxon times.</li> <li>Know the timeline of events in Whitby from the Romans to present day.</li> <li>Know monasteries were built in Whitby.</li> <li>Know whaling was a major trade in Whitby.</li> <li>Know the journey Captain Cook took in 1769.</li> <li>Know that jobs in Leeds are more diverse than those in Whitby.</li> </ul>
<b>Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)</b>	<p><b>Chronology</b> Order events on a scaled timeline (centuries), including BC / AD</p> <p><b>Continuity and change</b> Describe some of the main changes in Britain resulting from an event.</p> <p><b>Cause and consequence</b> Express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p>	<p><b>Continuity and change</b> Explain how a significant figure of a period influenced change. Compare lives of people from the distant past to our own and explain why there are differences.</p> <p><b>Historical interpretation and significance</b> Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. Describe links between the Geography of an area and its History and use this to make inferences, e.g. The River Nile.</p>	<p><b>Similarity and difference</b> Describe how their own lives are similar or different to children living in past times.</p> <p><b>Sources and evidence</b> Choose the most important source material for a task, showing awareness of a range of sources. Suggest useful research questions.</p>
<b>Vocabulary</b>	ancient, archaeologist, Mesolithic, Neolithic, nomad, settler, settlement	artefact, hieroglyphics, mummification, pharaoh, sarcophagus, civilisation	settler, Bronze Age, monastery, trade

# History Progression of Pitch (EYFS – KS2)

<b>Year 5</b>	<b>Autumn 2</b> <b>What did the Anglo-Saxons and Vikings leave behind?</b>	<b>Spring 2</b> <b>How did the Industrial Revolution change Leeds?</b>	<b>Summer 2</b> <b>How has equality changed in the last 100 years?</b>
<b>NC links</b>	Britain's Settlement by the Anglo Saxons and Scots  Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor	A local history study	British history that extends knowledge beyond 1066
<b>Substantive Knowledge (Knowledge of the past)</b>	<p>Know the Anglo-Saxon period was between 449-1066.</p> <ul style="list-style-type: none"> <li>Know why they left their old settlements to set up new ones in Britain.</li> <li>Know that they were Pagans and Christianity was emerging, including Whitby Abbey being built.</li> <li>Know that hill forts were strategically built.</li> <li>Know the Vikings invaded in the 8<sup>th</sup> Century.</li> <li>Know they eventually drove the Anglo-Saxons out of part of Britain.</li> <li>Know the Vikings came from Scandinavia on wood boats.</li> <li>Know the Vikings settled in Northern England and Scotland.</li> <li>Know the reasons for their invasions (gold, land, weather).</li> <li>Know they lived in small settlements with timber, buildings and farmed animals / crops.</li> </ul>	<ul style="list-style-type: none"> <li>Know, during the Industrial Revolution, Leeds became an important centre for business and industry.</li> <li>Know the Industrial Revolution was the transformation in the 18<sup>th</sup> and 19<sup>th</sup> centuries of Britain and other countries.</li> <li>Know it marked the beginning of modern Britain.</li> <li>Know people were left out of work as new machines were invented.</li> <li>Know many people lived in poor conditions (no running water, no toilets, dirty streets).</li> <li>Know many people came to Leeds looking for work.</li> <li>Know factory owners put profit above health and safety.</li> <li>Queen Victoria improved the education system (there was a cost to attend).</li> <li>Poor families needed children to work in the factories (not go to school).</li> </ul>	<ul style="list-style-type: none"> <li>Know Leonora Cohen was a suffragette.</li> <li>Know she was involved in the fight for women to have the right to vote in elections.</li> <li>Know, in 1900, women had fewer rights, e.g. women were not allowed to own their own property, be properly educated, vote or get a divorce.</li> <li>Know Emmeline Pankhurst founded the Women's Social and Political Union in 1903.</li> <li>Know they protested peacefully.</li> <li>Know, in 1928, women were given the same rights as men, with all over 21 year olds allowed to vote.</li> <li>Know Martin Luther King changed history for millions of African-American people during the Civil Rights Movement.</li> <li>Know he peacefully protested for equal rights (black people and white people live together in harmony).</li> </ul>
<b>Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)</b>	<p><b>Chronology</b> Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p><b>Cause and consequence</b> Explain why people acted as they did, e.g. why did the Vikings invade Britain?</p> <p><b>Sources and evidence</b> Select, organise and record relevant information from a range of sources to produce well-</p>	<p><b>Historical interpretation and significance</b> Make connections between two periods of history to begin to develop historical perspective.</p> <p><b>Cause and consequence</b> Describe how the Industrial Revolution has influenced UK people and society.</p> <p><b>Sources and evidence</b> Use a range of local history resources to describe how the Industrial Revolution affected our local area.</p>	<p><b>Chronology</b> Order events on a scaled timeline (created by pupils), including BC / AD and BCE / CE.</p> <p><b>Continuity and change</b> Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> <p><b>Historical interpretation and significance</b> Follow independent lines of enquiry and make informed responses based on this.</p>

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	structured narratives, descriptions and explanations.	Describe how different types of evidence tell us different things about the past, e.g. portraits versus descriptions, and understand why contrasting arguments and interpretations occur.  <b>Continuity and change</b> Compare lives of local people from the past to our own, giving reasons for the differences based on my understanding of the Industrial Revolution.	Explain how individuals contributed to national or worldwide change.  <b>Sources and evidence</b> Begin to identify primary and secondary sources and select relevant evidence to present a picture of an aspect of life in the past / a past event. Use the library and internet for research with increasing confidence.
<b>Vocabulary</b>	Pagan, trade, treaty, settlement, monastery, Valhalla	continuity, industrial, innovation, revolution, culture, monarch	boycott, non-violence, equality, segregation



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<b>Year 6</b>	<b>Autumn 2</b> <i>What was life really like in World War Two?</i>	<b>Spring 2</b> <i>How has our attitude to crime and punishment changed over the ages?</i>	<b>Summer 2</b> <i>What did the early Islamic civilisation leave behind?</i>
<b>NC links</b>	British history that extends beyond 1066	British history that extends knowledge beyond 1066	A non-European society that provides contrasts with British history (early Islamic civilisation)
<b>Substantive Knowledge (Knowledge of the past)</b>	<ul style="list-style-type: none"> <li>Know how the Blitz / the Battle of Britain impacted on the day to day life of British citizens, e.g. evacuation, rationing, jobs.</li> <li>Know why the Battle of Britain was a key turning point in British history.</li> <li>Know that it was a world war (but we are focusing on the war in Europe).</li> <li>Know about developments in technology, e.g. radar, computers and penicillin.</li> </ul>	<ul style="list-style-type: none"> <li>Know the Anglo-Saxons carried out capital punishment for crimes against the king.</li> <li>Know the Anglo-Saxons also administered fines, mutilation and public humiliation.</li> <li>Know in Tudor times, crime rates were high due to the gap between rich and poor and no official police force.</li> <li>Know they used severe punishments (beheadings / burnings) to put others off.</li> <li>Know Victorians introduced court rooms.</li> <li>Know the police force were introduced in 1749.</li> <li>Know that in modern times, technology has improved convictions of criminals, e.g. DNA.</li> <li>Know crime now includes digital, e.g. fraud.</li> </ul>	<ul style="list-style-type: none"> <li>Know the chronology of the time periods studied in school: Stone Age, Iron Age, Roman Empire, Anglo-Saxon and Scots Invasions, Vikings.</li> <li>Know Islamic artists used geometric patterns (tessellation), artistic writing (calligraphy) and intricate patterns (arabesque).</li> <li>Know artists felt that using figures of animals and people could result in idolatry (the worship of idols) instead of Allah.</li> <li>Know about the continuing influences of early Islam.</li> <li>Know about the life and death of Muhammad and summarise the early Islamic conquests.</li> <li>Other forms of Islamic art include: carvings, miniature painting, ceramics and carpets.</li> <li>Know about the Silk Road and spice routes and the goods which were carried along them.</li> </ul>
<b>Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)</b>	<p><b>Cause and consequence</b> Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p> <p><b>Historical interpretation and significance</b> Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>	<p><b>Continuity and change</b> Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</p> <p><b>Chronology</b> Create from memory a timeline from dates, details, eras showing knowledge of how to check for accuracy. Order events on a scaled timeline, including BC / AD and BCE / CE (in particular overlapping points in History).</p> <p><b>Cause and consequence</b> Develop an awareness of how the same event could impact different groups in different ways, e.g. how changes in attitudes towards crime and punishment affected different periods.</p>	<p><b>Cause and consequence</b> Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p><b>Historical interpretation and significance</b> Independently investigate a complex historical research question.</p> <p><b>Sources and evidence</b> Recognise primary and secondary sources and explain the importance of using a variety of sources to make a judgement about the past.</p>

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		<p><b>Sources and evidence</b>            Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose.            Evaluate similarities and differences between studied civilisations and our own.            Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences.</p>	
<b>Vocabulary</b>	short and long term timescales, analyse, refugees, power, Blitz, evacuate	interpretation, influence, justice system, cultural context, primary / secondary evidence	Islamic, idolatry, influence, arabesque

