



Tregolls Academy Progression of Dicipinary Concepts



At Tregolls Academy, we aim to develop eager, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum holds our curriculum drivers at its core: **C**uriosity, **A**spiration, **R**esilience and **E**xcellence. At Tregolls Academy, we **CARE**.

Disciplinary Concepts						
Continuity and Change						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look closely at similarities and differences, patterns and change	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects. (My Family's objects)</p> <p>Begin to understand that some things change and some things stay nearly the same. (Modes of transport)</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects. (Flight and Exploration)</p> <p>Begin to understand that some things change and some things stay nearly the same. (Great Fire of London)</p>	<p>Identify key things that stayed the same and things that have changed between periods. (Stone Age/Ancient civilisations)</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these. (Stone Age/Ancient civilisations)</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time. (Stone Age/Ancient civilisations)</p>	<p>Identify key things that stayed the same between periods. (Romans/Ancient Greece)</p> <p>Identify key things that changed between periods. (Romans/Celts/Ancient Greece)</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these. (Romans/Celts)</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time. (Romans)</p>	<p>Understand and describe in some detail the main changes to an aspect of a period in history. (Anglo-Saxons/Vikings)</p> <p>Identify why some changes between different periods of time have had more significant consequences than others. (Victorians)</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. (Anglo-Saxons/Vikings Victorians)</p> <p>Start to categorise some types of changes into political, economic, social and technological. (Victorians)</p>	<p>Explain why some periods in history may have had more changes and some may have had more continuity. (World War II; Benin)</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. (World War II)</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history (World War II, Benin)</p> <p>Identify why some changes between different periods of time have had more significant consequences than others. (World War II)</p>

Disciplinary Concepts

Cause and Consequence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question why things happen and give explanations.	<p>Understand that a cause makes something happen and that historical events have causes. (Significant Women, modes of transport)</p> <p>Understand that a consequence is something that happens as a direct result of something else. (Significant Women, modes of transport)</p> <p>Explain that historical events are caused by things that occurred before them. (Significant Women)</p>	<p>Understand that a cause makes something happen and that historical events have causes. (Great Fire of London; Significant Individuals; Pioneering Travellers)</p> <p>Understand that a consequence is something that happens as a result of something else. (Great Fire of London; Significant Individuals; Pioneering Travellers)</p> <p>Explain that historical events are caused by things that occurred before them. (Great Fire of London; Significant Individuals; Pioneering Travellers)</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it. (Stone Age; Ancient Egypt)</p> <p>Begin to understand that historical events create changes that have consequences. (Stone Age; Ancient Egypt)</p> <p>Explain a series of directly related events that happened in the lead up to a historical event. (Stone Age)</p> <p>Understand that historical events have consequences that sometimes last long after the event is over. (Stone Age)</p>	<p>Understand that historical events have consequences that sometimes last long after the event is over. (Romans; Ancient Greece)</p> <p>Explain a series of directly related events that happened in the lead up to a historical event. (Romans; Ancient Greece)</p> <p>Comment on the importance of the different causes for some key events. (Romans; Ancient Greece)</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another: (Anglo-Saxons/Vikings)</p> <p>Examine in more detail the short and long term causes of an event being studied. (Anglo-Saxons/Vikings)</p> <p>Begin to understand that historians may not agree on the main causes of an event. (Anglo-Saxons/Vikings)</p>	<p>Examine in more detail the short and long term causes of an event being studied. (World War II)</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilizations. (World War II)</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. (World War II)</p> <p>Address and devise historical questions about cause and consequence. (The Cornish Rebellion)</p>

Disciplinary Concepts

Similarities and differences

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Compare & contrast characters from stories, including figures from the past.</p>	<p>Recognise some similarities and differences between the past and the present. (Significant Women)</p> <p>Identify that some things within living memory are similar and some things are different. (My Family)</p>	<p>Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. (Great Fire of London; Significant Individuals)</p> <p>Identify some similarities and differences between ways of life in different periods. (Great Fire of London; Significant Individuals; Flight)</p>	<p>Identify similarities and differences between people, groups, experiences or places in the same historical period. (Stone Age & Ancient Egypt)</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period. (Romans; Ancient Greece)</p>	<p>Explain and give varied examples of how life was similar and different in the past within a society and from place to place. (All units)</p> <p>Start to give reasons for these similarities and differences. (Ancient Greece/comparison to Anglo Saxons; Sparta v Athens)</p>	<p>Explain and give varied examples of how life was similar and different in the past within a society and from place to place and time to time. (All units)</p> <p>Start to give reasons for these similarities and differences. (All units)</p>

Disciplinary Concepts

Historical Significance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and describe special times or events for family or friends.</p> <p>Explain who is important to them, the wider community, and the class and why.</p> <p>Share stories about people from the past who have an influence on the present.</p>	<p>Talk about why the event or person was important and what changed/happened (Brunel, Significant Women)</p> <p>Explain reasons why someone might be significant. (Brunel; Significant Women)</p>	<p>Talk about why the event was important and what happened (Great Fire of London; Significant Individuals; Flight)</p> <p>Explain reasons why someone might be significant. (All units)</p>	<p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened. (Ancient Egypt)</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that changed the lives of people and have a lasting impact today. (Stone Age)</p>	<p>Understand that historical significance is related to specific events, people, locations and ideas that changed the lives of people for the better or worse and have a lasting impact today. (The Romans: Ancient Greece)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/happened. (The Romans: Ancient Greece)</p>	<p>Identify a range of historically significant people and events from different periods of history and explain why they were significant. (Anglo Saxons)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (Anglo Saxons, Celts and the Victorians)</p> <p>Understand that what we consider to be significant can change throughout different periods. (All units)</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. (Ancient Greece)</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p>	<p>Explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. (World War II)</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant (World War II, Crime and Punishment)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (World War II)</p>

					(Anglo Saxons/Vikings/Celts)	
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Disciplinary Concepts

Evidence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise that photographs and objects can tell us about the past.</p> <p>Understand that we can find out about the past by asking people who were there.</p>	<p>Make simple observations about a photograph or artefacts. (All units)</p> <p>Understand that artefacts, pictures and photographs tell us about the past. (All units)</p> <p>Begin to recognise that we remember some (but not all) of the events that we have lived through. (My Family)</p>	<p>To know that historians use evidence from sources to find out more about the past. (All units)</p> <p>Use artefacts, pictures photographs and visits to museums to ask and answer questions about the past. (All units)</p> <p>Know that we can find out about how places have changed by looking at maps. (Great Fire of London)</p>	<p>Use a range of sources including maps to find out about a period. (Ancient Egypt)</p> <p>Use evidence to build up a picture of a past event. (All units)</p> <p>Recognise that archaeological evidence can be used to find out about the past. (Stone Age; Ancient Egypt)</p>	<p>Select relevant sections of information using research with increasing confidence to answer a line of enquiry. (Ancient Greece & Romans)</p> <p>Begin to identify that sources are influenced by the personal beliefs of the author. (Ancient Greece & Romans)</p> <p>Observe details when using artefacts and pictures. (All units)</p>	<p>Recognise primary and secondary sources. (All units)</p> <p>Use a range of sources to find out about a particular aspect of the past. (All units)</p> <p>Begin to identify bias in a source (Anglo-Saxons/Vikings)</p> <p>Describe how secondary sources are influenced by the beliefs, cultures and time of the author. (Anglo-Saxons)</p>	<p>Evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. (World War II)</p> <p>Identify omissions information and suggest the means of finding this out. (World War II)</p> <p>Bring together knowledge from different sources of information in a fluent account. (All units)</p>