



History Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** from Early Years to the end of Key Stage 2. It ensures that learning is sequenced logically so that knowledge builds securely over time. At Ordsall, we define these types of knowledge as:

Substantive knowledge: The core, established facts and information within a specific subject or field of study.

Disciplinary knowledge: An understanding of the methods, theories, concepts, and perspectives that are unique to a specific subject. Developing the ability to think like someone who works within a particular discipline.

Threads

In History, key threads run throughout the curriculum, providing continuity and coherence as pupils move through each year group. These recurring ideas help children make connections between different components of learning, deepen their understanding over time, and build a secure foundation of both substantive and disciplinary knowledge. We have identified the following threads within our curriculum.

Conflict and Invasion	Everyday Life	Settlement	Significant People	Religions and Beliefs
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Conflict: a serious disagreement or argument, or a prolonged armed struggle through a battle or war.

Invasion: to enter another group's land or country, by force, to conquer or plunder.

Everyday Life: the society of a certain community which may include education, jobs,

Settlement: a place where a community has been established.

Significant People: a person who has made an impact on their time or influenced the modern day.

Religion: a particular system of faith and worship.

Beliefs: something that someone accepts as true or real through a firmly held opinion.

Disciplinary Knowledge

Within our history curriculum, we have identified the following core disciplinary areas that shape how pupils learn to think and work like historians.

Chronological awareness	Know and understand these islands & the wider world as a coherent, chronological narrative.
Historical enquiry	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
Historical interpretation	Concepts such as continuity and change, cause and effect, similarity, difference and significance, and use them to make connections.



Progression in Disciplinary Knowledge

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	Know that time passes and that things can happen in a sequence.	Know that some things change over time and some things stay the same.	Know that events from a period history can be placed in a chronological order using a simple timeline. Know that historical terms such as past, present, before, after, years ago describe events. Know that some events happened before we were born.	Know that events within and beyond living memory can be placed in chronological order. Know century, decade, timeline can be used to discuss time periods. Know whether an event happened in the recent past or distant past.	Know BC & AD can be used to show the spanning of a timeline over 1000 years. Know that different historical periods overlap. Know that key changes can be sequenced within a historical period.	Know how to place events on a timeline using precise dates and centuries. Know the reasons for short- and long-term changes impacting a civilization. Know how different periods of history connect.	Know that a timeline can span 2000 years and show multiple civilizations. Know historical terms such as empire, industrial revolution, medieval, ancient civilization describe time periods. Know how history is divided into broad time periods.	Know timelines can span at least 3000 years, and include civilizations, significant individuals, and key changes. Know the cause and consequence of changes in chronology. Know how different historical periods overlap and influence each other.
Historical enquiry	Know that I can ask questions about the past.	Know that questions allow to us to find out what happened in the past and what has changed.	Know that artefacts tell us about the past. Know two different types of historical sources.	Know we can use two sources of information tell us about an event. Know that an artefact might not tell the full story.	Know that primary sources (e.g., artefacts, paintings, old letters) and secondary sources (books, documentaries) tell us about the past. Know and explain why some periods of history have limited evidence	Know how to evaluate the reliability of resources. Know how to explain why different sources may present contrasting perspectives on the same event.	Know that bias in a source can cause a different interpretation. Know how to assess and rank sources based on their reliability.	Know how to cross-check multiple historical sources to evaluate reliability and build a balanced argument. Know how propaganda and censorship affect historical interpretation. Know that various sources and documentation can be studied to gain a historical representation of a time period.



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	Know that items look different from the past.	Know that photographs and stories tell us about the past and that things have changed or stayed the same.	Know that our own life can be compared with the past. Know and identify one change from the past.	Know the reason why a historical event happened. Know how to identify and describe the effect of an event in the past.	Know how to compare similarities and differences between two historical periods. Know how to identify and explain at least one cause and one effect of a historical event.	Know how to analyse and explain the two causes and two effects of a historical event. Know how to compare the experiences of two different groups during the same historical period.	Know how to evaluate and rank historical causes based on their significance and impact. Know how to explain why historians may interpret the same event differently.	Know how to form a hypothesis about how one historical event influenced another. Know how to justify the greater historical significance of one event over another using clear criteria and evidence.



Knowledge by Year Group

Nursery	
Disciplinary Knowledge	Substantive Knowledge <i>(statements taken from the Early Years progression document)</i>
Know that items look different from the past. Know that I can ask questions about the past. Know that time passes and that things can happen in a sequence.	I am beginning to make sense of my own life-story and family's history. I am beginning to notice similarities and differences
Vocabulary	
Old New Then Now Before After Family Parents Grandparents	

Reception	
Disciplinary Knowledge	Substantive Knowledge <i>(statements taken from the Early Years progression document)</i>
Know that some things change over time and some things stay the same. Know that questions allow to us to find out what happened in the past and what has changed. Know that photographs and stories tell us about the past and that things have changed or stayed the same.	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling. I can talk about the lives of those around me and their role in the community.
Vocabulary	
Long ago Long time ago Yesterday When I was a baby Before I was born Clues Old objects Lifetime Memory	



Year 1	
Toys	
Disciplinary Knowledge	Substantive Knowledge
Know and identify one change from the past. (e.g., comparing wooden, plastic, and electronic toys).	Know that toys have changed from wooden to plastic to electronic due to new materials and technology.
Know that some events happened before we were born. (e.g., LEGO was created before they were born).	Know that Germany (teddy bears), Denmark (LEGO) and Japan (video games) have influenced toy production.
Know two different types of historical sources. (e.g., photographs and verbal recounts from parents, grandparents etc).	Know that Ole Kirk Christiansen and Ruth Handler were significant people in toy production.
Know that artefacts tell us about the past. (e.g., looking at different toys and how they have changed).	Know war and shortages during WWII affected toy production which led to homemade toys.
Disciplinary Vocabulary	Substantive Vocabulary
Compare – find similarities and differences. Past – things that have already happened. Present – things that are happening. Timeline – a way to show events in order. Change – make something different.	Wooden, Plastic, Electronic, Design, Homemade, Inventor
The Great Fire of London	
Disciplinary Knowledge	Substantive Knowledge
Know and identify one change from the past. (e.g., comparing London before and after the fire).	Know that the fire destroyed much of the city, leading to a need for rebuilding.
Know that our own life can be compared with the past. (e.g., houses in 1666 vs. houses today).	Know that London in 1666 had wooden houses, narrow streets and no fire service prior to the Great Fire of London.
Know that events from a period history can be placed in a chronological order using a simple timeline. (e.g., Before the fire → The fire → Rebuilding).	Know that the city was rebuilt with wider streets and brick buildings to prevent future fires.
Know that historical terms such as past, present, before, after, years ago describe events. (e.g., “Before the fire, St. Paul’s looked different. After the fire, it was rebuilt.”).	Know that St. Paul’s cathedral was destroyed and rebuilt following the Great Fire of London.
Know two different types of historical sources. (e.g., diary entry & a non-fiction book)	Know that Samuel Pepys, King Charles II and Thomas Farriner were significant people during the Great Fire of London.
Disciplinary Vocabulary	Substantive Vocabulary
Source – something that tells us about the past. Evidence – proof that something happened in the past.	Disaster, Cathedral, Worship, Diary, Eyewitness, Pudding Lane
Retford in the past	
Disciplinary Knowledge	Substantive Knowledge
Know that our own life can be compared with the past. (e.g., “In the past, people in Retford worked in farms and mills, now they work in shops and offices.”).	Know that people in Retford worked on farms, in mills and in coal mines in the past.
Know and identify one change from the past. (e.g., comparing Retford in the past and today).	Know that the town of Retford has grown over time and old buildings are still standing & new buildings have been built.
Know that some events happened before we were born. (e.g., knowing that All Hallows church was built before I was born).	Know that All Hallows Church has been a significant building for over a century.
Know that events from a period history can be placed in a chronological order using a simple timeline. (e.g., Horse and cart → Trains → Cars & lorries).	Know that transport in Retford has changed.
Know that historical terms such as past, present, before, after, years ago describe events. (e.g., “The war memorial was built after the wars to remember the soldiers.”).	Know that there are memorials in Retford to remember those who have served in conflict.
Disciplinary Vocabulary	Substantive Vocabulary
Compare – find similarities and differences. Change – make something different. Source – something that tells us about the past. Historical – a past event.	Industry, Market town, Settlement, Railway



Year 2	
Castles and Knights	
Disciplinary Knowledge	Substantive Knowledge
Know the reason why a historical event happened. (e.g., Castles were built to protect people from attacks, and attackers used different methods to try and break in).	Know castles were built for defence, & were often built with towers, on hills or near rivers.
Know we can use two sources of information tell us about an event. (e.g., paintings and old objects).	Know castles were attacked using battering rams, catapults, and sieges.
Know we can use two sources of information tell us about an event. (e.g., The life of a lord in a castle vs. the life of a servant or blacksmith).	Know that people in castles had different roles including knights, lords, ladies and servants.
Know whether an event happened in the recent past or distant past. (e.g., Castles were built hundreds of years ago and are no longer used for defence today).	Know that castles often had chapels, and religion was important in medieval life.
Disciplinary Vocabulary	Substantive Vocabulary
Primary source – something from the time period. Secondary source – something that wasn't from that time and might be about a primary source.	Knight, Medieval, Chapel, Hillfort, Siege, Castle
Changes in Medicine	
Disciplinary Vocabulary	Substantive Vocabulary
Know whether an event happened in the recent past or distant past. (e.g., the Crimean War).	Know that Florence Nightingale and Mary Seacole supported in the Crimean War and this began the development in medicine.
Know the reason why a historical event happened. (e.g., Florence Nightingale's work changed nursing and healthcare for the better).	Know why Mary Seacole and Florence Nightingale were significant people in the development of healthcare.
Know we can use two sources of information tell us about an event. (e.g., Comparing a hospital painting from the past vs. Florence Nightingale's diary explaining how hospitals were improved).	Know that hospitals and medicine were different in the past
Know how to identify and describe the effect of an event in the past. (e.g., Vaccines, medication and the NHS).	Identify developments in medicine since the Crimean War.
Disciplinary Vocabulary	Substantive Vocabulary
Significance – why something is important. Cause – why something happened. Effect – what the cause led to.	Hygiene, Medicine, Crimean War, Vaccination, Disease, Infection
Transport	
Disciplinary Knowledge	Substantive Knowledge
Know that events within and beyond living memory can be placed in chronological order. (e.g., Ordering different types of transport on a timeline from walking → horses → steam trains → cars → modern aeroplanes).	Know that transport has changed how people travel.
Know how to identify and describe the effect of an event in the past. (e.g., The invention of the railway made travel easier, leading to bigger cities and more businesses).	Know that railways and roads led to the growth of towns and cities.
Know century, decade, timeline can be used to discuss time periods. (e.g., George Stephenson built the first steam train in the 19th century, Henry Ford developed cars in the early 20th century, and the Wright Brothers flew the first aeroplane in 1903).	Know George Stephenson, The Wright Brothers and Henry Ford were significant individuals in transport development.
Know how to identify and describe the effect of an event in the past. (e.g., First woman in space, the Moon Landing).	Know that transportation developed into space travel.
Disciplinary Vocabulary	Substantive Vocabulary
Chronological – time order. Cause – why something happened. Effect – what the cause led to. Consequence – the result of something happening.	Transportation, Travel, Railway, Inventor, Aeroplane, Astronauts Communities



Year 3	
Stone Age	
Disciplinary Knowledge	Substantive Knowledge
Know BC & AD can be used to show the spanning of a timeline over 1,000 years.	Know that the Stone Age period was split into Paleolithic, Mesolithic and Neolithic.
Know that primary sources (e.g., artefacts, paintings, old letters) and secondary sources (books, documentaries) tell us about the past. (e.g., artefacts, cave paintings, tools).	Know that people lived in caves or simple huts, hunted animals, and gathered plants.
Know that primary sources (e.g., artefacts, paintings, old letters) and secondary sources (books, documentaries) tell us about the past. (e.g., artefacts, cave paintings, tools).	Know that early hunter-gatherer groups competed for resources such as food, water, and shelter and developed tools to help with this.
Know that key changes can be sequenced within a historical period. (e.g., chronological changes of the prehistoric time period).	Know that early humans transitioned from a nomadic lifestyle to early farming settlements.
Know and explain why some periods of history have limited evidence. (e.g., cave paintings cannot give a full account for the time period).	Know that cave paintings may have given information about the Stone Age and might have had a religious significance.
Disciplinary Vocabulary	Substantive Vocabulary
Primary source - something from the time period. Chronology – in time order. Archaeology – the study of ancient and recent past from remains. BC – Before the year '0'. AD – After the year '0'.	Cave, Flint, Nomadic, Settlement, Ritual, Shaman, Agriculture
Bronze Age to Iron Age	
Disciplinary Vocabulary	Substantive Vocabulary
Know that key changes can be sequenced within a historical period. (e.g., change from Bronze to Iron Age).	Know what led to the Bronze Age becoming the Iron Age.
Know how to compare similarities and differences between two historical periods. (e.g., the difference between Bronze and Iron Age).	Know that people lived in roundhouses, used metal tools, and began to trade goods.
Know how to identify and explain at least one cause and one effect of a historical event. (e.g., settlements established around hillforts).	Know that hillforts were built for protection, showing a shift from nomadic life to established communities
Know that primary sources (e.g., artefacts, paintings, old letters) and secondary sources (books, documentaries) tell us about the past. (e.g., artefacts, burial sites)	Know that burial rituals became more complex, including grave goods.
Know BC & AD can be used to show the spanning of a timeline over 1,000 years. (e.g., when he was believed to have lived & when the burial was discovered).	Know that the Amesbury Archer was an important Bronze Age burial found in Britain.
Disciplinary Vocabulary	Substantive Vocabulary
Inference – a view based on research or evidence. Prehistoric – the time before written records. Period of time – a length of time.	Trade, Burial site, Warrior, Roundhouse, Tribe, Amesbury Archer
Ancient Egypt	
Disciplinary Knowledge	Substantive Knowledge
Know that different historical periods overlap (e.g., Ancient Egypt and the Stone Age coexisted).	Know the Ancient Egyptian civilization was around from 3100 – 320BC.
Know how to identify and explain at least one cause and one effect of a historical event. (e.g., why settlements were positioned close to the river).	Know that the River Nile allowed the growth of one of the world's first great civilizations.
Know how to identify and explain at least one cause and one effect of a historical event. (e.g., the effect of Roman invasion)	Know that Egypt had periods of expansion and war with neighboring regions.
Know how to compare similarities and differences between two historical periods. (e.g., difference between the pharaohs and slaves).	Know that people lived in mudbrick homes, farmed along the Nile, and developed a system of writing (hieroglyphs).
Know that primary sources (e.g., artefacts, paintings, old letters) and secondary sources (books, documentaries) tell us about the past. (e.g., pyramids, burial sites, mummification).	Know that Egyptians worshipped many gods and believed in the afterlife, leading to mummification and elaborate tombs.
Know BC & AD can be used to show the spanning of a timeline over 1000 years.	Know that pharaohs such as Tutankhamun, Cleopatra, and Ramses II were important leaders.
Disciplinary Vocabulary	Substantive Vocabulary
Significance – why something is important. Historical enquiry – asking questions or making judgements about the past.	Empire Pharaoh, Hieroglyphs, Afterlife, Papyrus, Civilization, Irrigation Mummification, Pyramid



Historical significance	
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Year 4	
World War One	
Disciplinary Knowledge	Substantive Knowledge
Know how to place events on a timeline using precise dates and centuries. (e.g., The assassination of Franz Ferdinand in 1914 → The war begins → The Treaty of Versailles in 1919).	Know that World War One started in 1914 and ended in 1918.
Know how to compare the experiences of two different groups during the same historical period. (e.g., Soldiers in the trenches vs. civilians at home).	Know that trench warfare meant soldiers lived and fought in trenches, often in very harsh conditions.
Know how to evaluate the reliability of resources. (e.g., Comparing propaganda posters with soldiers' personal letters).	Know that propaganda posters were used to encourage people to join the army and support the war effort.
Know the reasons for short- and long-term changes impacting a civilization. (e.g., Women's roles changed during the war → Some of these changes remained, leading to women gaining the right to vote).	Know that women took on new jobs in factories, hospitals, and transport because many men were away fighting.
Know how different periods of history connect. (e.g., The impact of WWI on towns shaped preparations for WWII).	Know that many cities and towns were affected by the war, with some areas bombed and industries changing to make weapons and supplies.
Know how to analyse and explain the two causes and two effects of a historical event. (e.g., The assassination of Franz Ferdinand → Led to war → Millions of deaths and changed borders).	Know that important people in WWI included Franz Ferdinand, whose assassination started the war, and Edith Cavell, a nurse who helped soldiers escape.
Disciplinary Vocabulary	Substantive Vocabulary
Causation – how one event leads to another. Continuity – what has stayed the same. Reliability – knowing whether something is trustworthy or not.	Alliance, Trench warfare, Rationing, Remembrance Day, Cenotaph Propaganda
Romans	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to place events on a timeline using precise dates and centuries. (e.g., Julius Caesar's first attempt in 55 BC → Claudius' successful invasion in 43 AD → Roman withdrawal in 410 AD).	Know that the Romans invaded Britain in 43 AD and ruled for nearly 400 years.
Know how different periods of history connect. (e.g., Roman roads influenced modern road networks).	Know that the Romans built roads, towns, and forts, many of which still exist today.
Know how to compare the experiences of two different groups during the same historical period. e.g., Life of a rich Roman vs. life of a poor Celt under Roman rule).	Know that Roman life in Britain included public baths, gladiator fights, and new foods such as olives and wine.
Know the reasons for short- and long-term changes impacting a civilization. (e.g., Romans originally worshipped many gods → Christianity spread and is now a major religion in Britain).	Know that Roman beliefs changed over time, from worshipping many gods to adopting Christianity.
Know how to explain why different sources may present contrasting perspectives on the same event. (e.g., Romans saw Boudica as a dangerous rebel, but Britons may have seen her as a brave leader).	Know that Boudica led a rebellion against the Romans after they mistreated her people.
Know how to analyse and explain the two causes and two effects of a historical event. (e.g., The Romans wanted to protect their empire → They built Hadrian's Wall → This created a lasting northern boundary in Britain)	Know that Hadrian's Wall was built to protect Roman Britain from attacks from northern tribes.
Disciplinary Vocabulary	Substantive Vocabulary
Perspectives – someone's view and opinion. Reliability – knowing whether someone is trustworthy or not. Sources of information – something that gives us knowledge or data.	Mosaic, Gladiator, Chariot, Villa, Rebellion, Aqueduct, Christianity
Victorians	
Disciplinary Knowledge	Substantive Knowledge
Know how to place events on a timeline using precise dates and centuries. (e.g., The start of Queen Victoria's reign in 1837 → Growth of factories → Women's suffrage movement in the early 1900s).	Know that Queen Victoria ruled from 1837 to 1901, and this period is called the Victorian era.
Know how to compare the experiences of two different groups during the same historical period. (e.g., Rich Victorian children went to school, while poor children often had to work).	Know that many poor Victorian children had to work in factories, coal mines, as servants or in a workhouse – whereas richer children would attend school.
Know how to analyse and explain the two causes and two effects of a historical event. (e.g., The invention of the steam train → Allowed people to travel faster → Helped towns and cities grow).	Know that new inventions such as the steam train and the telegraph changed the way people travelled and communicated.



Know how different periods of history connect. (e.g., The Victorian period's rapid urbanisation led to the development of modern cities).	Know that cities grew quickly, leading to crowded homes, pollution, and new transport systems.
Know the reasons for short- and long-term changes impacting a civilization. (e.g., The empire brought wealth to Britain but also caused conflicts in other parts of the world).	Know that the British Empire expanded during the Victorian era, ruling many countries around the world.
Know how to evaluate the reliability of resources. (e.g., Comparing a Victorian newspaper's view of factory workers with Charles Dickens' descriptions in his books).	Know that key Victorians such as Charles Dickens wrote about poor people's struggles.
Know how to compare the experiences of two different groups during the same historical period. (e.g., men & women).	Know that Emmeline Pankhurst fought for women's right to vote.
Disciplinary Vocabulary	Substantive Vocabulary
Comparison – examining two or more things to identify their similarities and differences. Cause – why something happened. Effect – what the cause led to. Reliability – knowing whether something is trustworthy or not. Bias – a decision or judgement that favours another person.	Empire, Workhouse, Factory, Urbanisation, Industrial Revolution Suffragette



Year 5	
Anglo-Saxons	
Disciplinary Knowledge	Substantive Knowledge
Know that a timeline can span 2000 years and show multiple civilizations. (e.g., Placing the end of Roman rule, the Anglo-Saxon settlement, and the Viking invasions in chronological order).	Know the Anglo-Saxons migrated to Britain after the Romans left in 410 AD.
Know historical terms such as empire, industrial revolution, medieval, ancient civilization describe time periods. (e.g., Describing how the Anglo-Saxon kingdoms changed after converting to Christianity).	Know that the Anglo-Saxons lived in villages, farmed the land, and had kings who ruled different kingdoms.
Know that bias in a source can cause a different interpretation. (e.g., what was written by Christians may change a viewpoint).	Know that Christianity was spread during the Anglo-Saxon period by St. Columba & St. Augustine, replacing earlier pagan beliefs.
Know how to assess and rank sources based on their reliability. (e.g., Comparing an archaeological site, a medieval monk's writings, and a modern historian's interpretation).	Know that we can find out information about the Anglo Saxons from buried hoards of treasure.
Know how to explain why historians may interpret the same event differently. (e.g., why some people see Alfred the Great as a good king).	Know why Alfred the Great was a successful king by allowing the Vikings to settle in Britain.
Disciplinary Vocabulary	Substantive Vocabulary
Bias – a decision or judgement that favours another person. Rank – arrange event or data into an order. Enquiry – asking questions to then form a judgement.	Invaders, Thane, Kingdom, Monastery, Pagan, Monarchy Hoard
Vikings	
Disciplinary Vocabulary	Substantive Vocabulary
Know that a timeline can span 2000 years and show multiple civilizations. (e.g., Placing the first Viking raids in 793 AD, Danelaw, and King Cnut's rule on a timeline).	Know the Vikings invaded and settled in Britain from 866-1066.
Know how history is divided into broad time periods. (e.g., Vikings were part of the Medieval period, overlapping with the Anglo-Saxons).	Know that the Vikings and Anglo-Saxon periods overlapped.
Know how to evaluate and rank historical causes based on their significance and impact. (e.g., Deciding whether overpopulation or the search for treasure was the most important reason for Viking raids).	Know that the invasion was caused by a mix of overpopulation, the search for wealth, and internal conflicts.
Know that bias in a source can cause a different interpretation. (e.g., the Anglo-Saxon chronicle and the different perspectives of the Viking raids).	Know that the Vikings raided Britain, targeting monasteries and villages, and later settled in parts of England.
Know historical terms such as empire, industrial revolution, medieval, ancient civilization describe time periods. (e.g., the difference in beliefs from Anglo Saxon Britain to the Norse areas).	Know that the Vikings believed in Norse mythology which included Thor, Odin & Freja.
Know how to assess and rank sources based on their reliability. (e.g., the Bayeux tapestry, written entries, website information).	Know that the Viking and Anglo-Saxon period ended following the Battle of Hastings and the invasion of William the Conqueror.
Disciplinary Vocabulary	Substantive Vocabulary
Causation – how one event leads to another. Continuity – what has stayed the same. Reliability – knowing whether something is trustworthy or not. Bias - a decision or judgement that favours another person.	Jorvik, Colony, Norse, Danelaw, Valhalla, Raiders, Monk
Ancient Maya	
Disciplinary Knowledge	Substantive Knowledge
Know that a timeline can span 2,000 years and show multiple civilizations. (e.g., Placing the peak of the Maya civilization alongside the Viking and Anglo-Saxon periods).	Know that the Maya civilization ruled from 2000BC to 1600AD and existed at the same time as the Anglo-Saxons and Vikings but in a different part of the world.
Know historical terms such as empire, industrial revolution, medieval, ancient civilization describe time periods. (e.g., understanding the Mayan society through a class system)	Know Mayan society had a class system that included kings, priests, farmers, and scribes, and they had a writing system.
Know how to evaluate and rank historical causes based on their significance and impact. (e.g., which of the worship methods truly shows worship towards gods & goddesses).	Know why the Mayans built pyramids, and ball courts to worship their gods and goddesses. And why they invented the complex calendar system.
Know that bias in a source can cause a different interpretation. (e.g., The Spanish wanted to justify their conquest of the Maya, so they may have exaggerated negative aspects of their culture).	Know that the Maya were conquered and destroyed by Spanish invaders and that Spanish accounts of the Maya described them as "barbaric" because of human sacrifice.



Know how to evaluate and rank historical causes based on their significance and impact. (e.g., Deciding whether drought, war, or resource shortages were the main reason for the Maya decline).	Know that there are different theories about why the Maya civilization declined, including drought, war, and overpopulation
Disciplinary Vocabulary	Substantive Vocabulary
Historical significance – how important or influential something is considered in shaping history. Chronology – arrangement of events in the order they happened. Periodization – dividing a period of time into shorter periods.	Civilization, Hieroglyphs, Sacrifice, Rituals, Pyramids, Temples



Year 6	
Ancient Greeks	
Disciplinary Knowledge	Substantive Knowledge
Know the cause and consequence of changes in chronology. (e.g., The Persian Wars led to Greek city-states working together, but later conflicts like the Peloponnesian War weakened Greece).	Know that Ancient Greeks fought wars between city-states and external enemies, such as Persia and finally the invasion of the Romans.
Know how different historical periods overlap and influence each other. (e.g., Greek democracy influenced Roman governance and later democratic systems).	Know that Greek life included democracy in Athens, strict military training in Sparta, and cultural achievements in philosophy, theatre, and art.
Know timelines can span at least 3000 years, and include civilizations, significant individuals, and key changes. (e.g., Placing Ancient Greek civilization alongside the rise of the Romans and comparing their religious beliefs).	Know that Greek gods and myths shaped religious beliefs, and temples were built to honour them.
Know how to justify the greater historical significance of one event over another using clear criteria and evidence. (e.g., Ranking Alexander the Great's conquests against other major historical expansions).	Know that important Greek figures included Alexander the Great, who expanded Greek culture across Europe and Asia.
Disciplinary Vocabulary	Substantive Vocabulary
Interpretation – take meaning from past events and experiences. Comparison – examining two or more things to identify their similarities and differences.	Democracy, City-state, Hoplite, Olympics, Mythology
World War II	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to form a hypothesis about how one historical event influenced another. (e.g., The harsh Treaty of Versailles after WWI contributed to the conditions that allowed WWII to begin).	Know that WWII started in 1939 due to factors such as the Treaty of Versailles, economic hardship, and the rise of Nazi Germany.
Know timelines can span at least 3000 years, and include civilizations, significant individuals, and key changes. (e.g., Placing major events within a time period).	Know that WWII involved major battles, including the Battle of Britain, D-Day, and the Pacific War.
Know how propaganda and censorship affect historical interpretation. e.g., first-hand accounts of evacuations vs newspaper reports).	Know that propaganda was widely used to influence public opinion
Know that various sources and documentation can be studied to gain a historical representation of a time period.	Know that Britain used defenses such as the Home Front & evacuating children to protect the people of Britain.
Know how to cross-check multiple historical sources to evaluate reliability and build a balanced argument. (e.g., Using speeches, letters, and modern analysis to evaluate Churchill's leadership).	Know that significant figures in WWII included Winston Churchill, Neville Chamberlain, Adolf Hitler.
Disciplinary Vocabulary	Substantive Vocabulary
Bias – a decision or judgement that favours another person. Hypothesize – to suggest an idea. Cross-check – make sure information is correct.	Rationing, Evacuation, Propaganda, Blitz, Censorship
Holocaust	
Disciplinary Knowledge	Substantive Knowledge
Know how propaganda and censorship affect historical interpretation. (e.g., Nazi propaganda justified discrimination, while survivor testimonies provide a firsthand account of events).	Know that the Holocaust was the systematic persecution and genocide of Jewish people and other groups by the Nazis.
Know how to cross-check multiple historical sources to evaluate reliability and build a balanced argument. (e.g., Comparing survivor accounts, Nazi records, and modern historical research).	Know that Jewish people were forced into ghettos, sent to concentration camps, and many were killed in mass executions.
Know how different historical periods overlap and influence each other. (e.g., How earlier European anti-Semitism contributed to Nazi ideology).	Know that the Holocaust was influenced by anti-Semitic beliefs.
Know how to justify the greater historical significance of one event over another using clear criteria and evidence. (e.g., Ranking the impact of the Nuremberg Trials on modern human rights laws).	Know that the Nuremberg Trials held Nazi leaders accountable for crimes against humanity after WWII.
Know how to cross-check multiple historical sources to evaluate reliability and build a balanced argument. (e.g., who had the greatest influence on the modern world?)	Know that Oskar Schindler, Anne Frank & Nicholas Winton were significant individuals during the Holocaust.
Disciplinary Vocabulary	Substantive Vocabulary
Analyse – examine something in detail. Justify – explain why a decision is made.	Genocide, Concentration Camps, Kristallnacht, Anti-Semitism, Ghettos



Debate – a formal discussion with differing points of views.	
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