

# Dothill Progression Mapping



## History - Disciplinary Knowledge Progress

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Three	Year Four	Year Five	Year Six
<b>Disciplinary Knowledge</b> (Knowledge and second order concepts)	<p><b>Similarities, differences and changes:</b></p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences between their own lives and children in the past by</li> <li>✓ making personal connections.</li> </ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"> <li>✓ Question, investigate and give reasons for events in the past. Begin to identify the impact of events in the past on modern life.</li> </ul> <p><b>Evidence and artefacts</b></p> <ul style="list-style-type: none"> <li>✓ Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</li> <li>✓ Consider the range of sources available when we study different historical periods.</li> </ul> <p><b>Historical interpretation and significance</b></p> <ul style="list-style-type: none"> <li>✓ Ask and answer questions about how and why events and people being studied are significant.</li> <li>✓ Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</li> </ul>	<p><b>Similarities, differences and changes:</b></p> <ul style="list-style-type: none"> <li>✓ Ask and answer questions about changes, similarities and differences.</li> <li>✓ Begin to have an understanding of broader trends / themes over time.</li> <li>✓ Explore differences between different people living at the same time.</li> </ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"> <li>✓ Independently question the reasons behind historical events and changes.</li> <li>✓ Give increasingly historically accurate answers to these questions, with historical reasoning.</li> <li>✓ Describe how events/people being studied have had an impact on the modern world.</li> </ul> <p><b>Evidence and artefacts</b></p> <ul style="list-style-type: none"> <li>✓ Understanding that historical knowledge comes from a range of sources.</li> <li>✓ Look at two versions of the same events identifying how they are similar/different.</li> <li>✓ Question the accuracy of modern depictions of historical events.</li> </ul> <p><b>Historical interpretation and significance</b></p> <ul style="list-style-type: none"> <li>✓ Can ask and answer questions about how and why events/people are significant.</li> <li>✓ Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</li> </ul>	<p><b>Similarities, differences and changes:</b></p> <ul style="list-style-type: none"> <li>✓ Explain similarities and differences between and within periods of history.</li> <li>✓ Describe what life was like for people living at the same point (e.g. rich and poor)</li> </ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"> <li>✓ Ask and answer clear and accurate questions about what happened.</li> <li>✓ Ask 'why' questions to further historical understanding.</li> <li>✓ Debate and discuss different opinions about historical causes and effects and understand why historians may have different views (bias).</li> </ul> <p><b>Evidence and artefacts</b></p> <ul style="list-style-type: none"> <li>✓ Accept, reject and comment on how useful sources are when carrying out research.</li> <li>✓ Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</li> </ul> <p><b>Historical interpretation and significance</b></p> <ul style="list-style-type: none"> <li>✓ Deepen their understanding that historical knowledge comes from a range of sources.</li> <li>✓ Understand that there can be many versions of the same events in history, giving reasons why these may exist.</li> </ul>	<p><b>Similarities, differences and changes:</b></p> <ul style="list-style-type: none"> <li>✓ Ask and answer questions about changes, similarities and differences and challenge responses.</li> <li>✓ Discuss and debate trends and themes over time.</li> <li>✓ Describe changes across an historical period (considering social, political, cultural and technological changes).</li> </ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"> <li>✓ Independently ask and answer clear and accurate questions about the past.</li> <li>✓ Discuss and compare a range of plausible causes and effects.</li> <li>✓ Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</li> </ul> <p><b>Evidence and artefacts</b></p> <ul style="list-style-type: none"> <li>✓ Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</li> <li>✓ Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</li> </ul> <p><b>Historical interpretation and significance</b></p> <ul style="list-style-type: none"> <li>✓ Recognise that some events and people are more significant than others, and use evidence to back-up responses.</li> <li>✓ Understand that historical knowledge comes from a range of sources.</li> <li>✓ Make links between historical events, changes and cultures across a range of periods studied.</li> </ul>

	<b>Changes in Britain from the Stone Age to the Iron Age</b> Historical concepts - settlements	<b>Britain's settlement by Anglo-Saxons and Scots</b> Historical concepts - settlements	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> Historical concepts - invasion	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Victorians</b> Local history study Historical concepts - influence
<b>Disciplinary Knowledge</b> (Knowledge and second order concepts)	<ul style="list-style-type: none"> <li>✓ Pre-history means there is no written evidence.</li> <li>✓ Archaeologists rely on finding evidence of life in the stone age in archaeological digs.</li> <li>✓ Skara Brae showed a settlement and evidenced the beginning of farming. Stonehenge shows how historians are constantly changing their view as they have only recently discovered the stones were moved from Wales to construct the henge.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This period is often referred to as the Dark Ages, as not much recorded history exists.</li> <li>✓ Many archaeological finds, such as the Sutton Hoo hoard, tell us about life in this time.</li> <li>✓ Some interpretations of the past come from documents from monasteries such as those written by the Venerable Bede.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This period is often referred to as the Dark Ages, as not much recorded history exists</li> <li>✓ Many archaeological finds, such as the Hutton Hoo hoard, tell us about life in this time.</li> <li>✓ Many representations of Vikings in modern film/media does not reflect the facts historians have discovered.</li> </ul> <p>People have different viewpoints about historical figures from the past (Alfred the Great)</p>	<ul style="list-style-type: none"> <li>✓ Placing current study (The Victorians- beyond 1066) on a timeline in relation to other studies.</li> <li>✓ Knowing key dates, characters and events of time studied (relating to the Industrial Revolution).</li> <li>✓ Bringing knowledge gathered from several sources together in a fluent account.</li> <li>✓ Making observations about the importance and impact of the Victorian period.</li> </ul>
	<b>The achievements of the earliest civilizations - Ancient Egypt</b> Historical concepts - settlements	<b>The Roman Empire and its impact on Britain</b> Historical concepts - invasion	<b>Non-European society that provides contrasts with British history - Mayan Civilisation</b> Historical concepts - settlements	<b>Ancient Greece</b> Historical concepts - settlements
<b>Disciplinary Knowledge</b> (Knowledge and second order concepts)	<ul style="list-style-type: none"> <li>✓ Significant finds can unlock historical interpretation - the importance of the Rosetta Stone.</li> <li>✓ Archaeology digs require precision recording to preserve the artefacts and information discovered.</li> <li>✓ New finds can draw lots of attention and excitement - finding of Tutankhamun's tomb.</li> <li>✓ Interpretations of the past can differ - Pharaohs are not always presented in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of archaeological finds: Wroxeter/ Chester.</li> <li>✓ Evidence of the Romans being here can be seen in the ruins of Roman buildings, forts, roads and baths and can be found all over Britain.</li> <li>✓ Different historical interpretations - accounts/descriptions of Boudicca.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Historians know about the Maya because of their 'glyphs' where pictures and text were closely linked.</li> <li>✓ Archaeology digs require precision recording to preserve the artefacts and information discovered. (Waka site)</li> <li>✓ Interpretations of the past can differ - Pharaohs are not always presented in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Historians used artefact such as Greek pots to find out about life in the past.</li> <li>✓ Understanding Ancient Greek writing allows us to read some of what is written on the remains.</li> <li>✓ Stories told can change over time - different versions of myths.</li> </ul>