

The Wider Curriculum at Gayton Primary Academy

History: Overview and Progression of Substantive and Disciplinary Knowledge 2025/26

Intent: Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

Gayton History Overview			
2 - Year Cycle of Substantive Knowledge			
	AUTUMN	SPRING	SUMMER
EYFS	Marvellous Me - My family, my past People Who Help Us - Great Fire of London and transport <i>Events beyond living memory that are significant nationally</i> Why did the Great Fire of London last so long? What were fire engines like in the past and what are they like now? <i>(Fire service visit)</i> Remembrance Black History Month	Under the Sea - Victorian beaches - similarities and differences, local study of significant person "Vancouver" <i>Significant historical events, people and places in their own locality</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of different periods</i> What is the seaside and what was it like in the past? <i>(Hunstanton)</i> Food Glorious Food	Teddy Bears Picnic - Local study- compare and contrast over time Wild About The Wild - Prehistoric History <i>Events beyond living memory. Significant historical events, people and places in their own locality.</i> What are dinosaurs, when did they live on our planet and what happened to them? <i>(Dinosaur Park)</i>
Y 1	Guy Fawkes and the Gunpowder Plot What is bonfire night and why do we celebrate it with fireworks on 5th November? Who was Guy Fawkes and James 1st? What was life like for people during this time? Why was there a plot to blow up parliament and can pupils retell the events of that day? Remembrance Black History Month Black History Heroes Mary Seacole Pupils will build on their knowledge of the substantive concepts: Monarchy, Invasion, Government, Society	Intrepid Explorers Christopher Columbus and Neil Armstrong. What did they discover? What is an explorer? What have explorers discovered? <i>(Geography Link)</i> Pupils will build on their knowledge of the substantive concepts: Country, Empire, Society	Famous Queens To use photographs and illustrations to find out about life in different time periods. To use pictures to answer true or false questions about a time period. Matching pictures to their correct time periods. To know basic facts about Elizabeth I, Queen Victoria and Elizabeth II. To explain some of the changes that took place under the reign of Queen Victoria. To compare aspects of British life in Tudor, Victorian and Modern periods. To recognise chronological order of the Tudor, Georgian and Victorian periods. <i>(Sandringham)</i>

	Pupils will build on their knowledge of the substantive concepts: Society, Monarchy, Settlement		
Y 2	What are we remembering on Remembrance Day? To think about why we remember things and why we wear poppies. To find out about the armistice and the origins of Remembrance Day. To think about who we remember on Remembrance Day. To find out what happens on Remembrance Day and why. To think about why it is important to remember. (Stories of Lynn) Pupils will build on their knowledge of the substantive concepts: Country, Empire, Invasion Remembrance Black History Month Black History Heroes Name of person to go here	Mary Seacole To understand who Mary Seacole was and the main events of her life To create a timeline of Mary Seacole's life To explore how racism affects people now and in the past To understand how Cholera was treated during the lifetime of Mary Seacole To understand why Mary Seacole's journey to Crimea was difficult To know about the work of Mary Seacole and the impact it had To remember and celebrate the achievements of Mary Seacole Pupils will build on their knowledge of the substantive concepts: Country, Empire, Invasion	Castles Who built the first castles? Who lived in Castles? What are the features of a Castle? Was the castle at Castle Rising an important castle? How have the uses of Castle Rising changed over time? <i>(Castle Rising/Hunstanton to fit with geog - trip)</i> Pupils will build on their knowledge of the substantive concepts: Country, Empire, Settlement, Monarchy, Invasion
Y3	Stone Age to Iron Age What is 'prehistory'? The Palaeolithic, Mesolithic and Neolithic periods. Changes, lifestyle and achievements. Bronze age - life and community. How do we know about the Iron age? Chronology of the period. <i>(Gressenhall Neolithic Workshop/Flag Fen)</i> Remembrance Black History Month Black History Heroes Pupils will build on their knowledge of the substantive concepts: Settlement, Society	The Maya How do we know about the Mayans? Using sources. Mayan achievements, lifestyle, society and religion. Why did their civilization decline? Pupils will build on their knowledge of the substantive concepts: Civilisation, Society, Religion	The Tudors Who were the Tudors? Using historical sources to explore Tudor clothing for the rich and poor What the Tudors ate and which foods were available in Tudor Britain What was Tudor crime and punishment like? Was it fair? Who would be more likely to be involved in them? Comparing Tudor medicine to modern medicine Life as a Tudor child Pupils will build on their knowledge of the substantive concepts: Monarchy, Society

Year 4	Ancient Egypt What is BC and AD? Placing events on a timeline related to an Ancient Civilisation. Egyptian Society, famous pharaohs and inventions. <i>(Fitzwilliam/Norwich castle)</i> Pupils will build on their knowledge of the substantive concepts: Civilisation, Society, Settlement, Monarchy	Anglo-Saxon, Picts and Scots Using historical sources and artefacts to find out about the Anglo- Saxons. What was life like in Anglo-Saxon Britain? The spread of Christianity. <i>(West Stow)</i> Pupils will build on their knowledge of the substantive concepts: Country, Settlement, Religion, Invasion	Romans Roman Britain - why did the Romans invade? Who was Boudicca? What was life like in Roman Britain? What is the Roman legacy? Remembrance Black History Month Black History Heroes Pupils will build on their knowledge of the substantive concepts: Religion, Empire, Settlement, Invasion, Civilisation
Year 5	Who Were the Ancient Greeks? The Ancient Greece civilisation on a timeline. Different types of government in Ancient Greece - Athens and Sparta. Daily life and religion in Ancient Greece. Famous philosophers and scholars - Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes The legacy of the Ancient Greece - Olympic Games, the Greek language, Greek myths, and Greek government. <i>Norwich Castle or other trip?</i> Remembrance Black History Month Black History Heroes Pupils will build on their knowledge of the substantive concepts: Society, Religion, Civilization, Government	The Atlantic Slave Trade To use historical sources to define what a slave is. To understand and describe the triangular Atlantic slave trade. To learn about the experiences of slaves during the Atlantic slave trade from historical sources. To understand the abolition of the slave trade and slavery in Britain. To learn about Harriet Tubman and the Underground Railroad. To understand what modern slavery is.	Local History Study - King's Lynn in World War 2 To understand the historical impact and details of World War 2. To use historical sources to explore WW2 in King's Lynn. To understand the impact of rationing during World War Two. To find out about the Blitz and the communities affected by it. To know about evacuation and its impact on the people involved. Explore key moments such as the Battle of Britain and D Day. <i>(Stories of Lynn/Trues Yard-)</i> Pupils will build on their knowledge of the substantive concepts: Society

Y 5/6	Who Were the Ancient Greeks? The Ancient Greece civilisation on a timeline. Different types of government in Ancient Greece - Athens and Sparta. Daily life and religion in Ancient Greece. Famous philosophers and scholars - Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes The legacy of the Ancient Greece - Olympic Games, the Greek language, Greek myths, and Greek government. Norwich Castle or other trip? Remembrance Black History Month Black History Heroes Pupils will build on their knowledge of the substantive concepts: Society, Religion, Civilization, Government		Crime and Punishment The chronology of crime from Roman times to the 21st Century. The Roman judicial system. Paying Wergild in Anglo Saxon and Viking Times. Robin Hood. Crime and punishment in the Tudor period. The Gunpowder plot. Poachers, smugglers and highwaymen. Crime during the Victorian Era - using Oliver Twist to look at child criminality. To understand how crime and punishment has changed since Roman times or have a class debate to establish if there is more crime now than in the past
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(possible visits/workshops)

** optional units*

Preparing Pupils for their next Stage of learning - KS3

Pupils will continue to build on their knowledge of the substantive concepts: Invasion, Settlement, Monarchy, Society, Religion, Empire, Government and Exploration through the topics they experience in History at KS3.

Progression of Disciplinary Knowledge

Key Disciplinary Concepts(Golden Threads) that run through our Curriculum Year R to Year 6

Strand	EYFS	KS1	Lower KS2	Upper KS2
1. Chronological Understanding				
Constructing the past	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Sequencing the past	Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.	Develop chronologically secure knowledge and understanding of British, local and world history	Develop chronologically secure knowledge and understanding of British, local and world history.
2. Historical Understanding				
Change and development	Children comment on images of familiar situations in the past. They know about similarities and differences in relation to places, objects, materials and living things.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

Cause and effect	They talk about the features of their own immediate environment and how environments might vary from one to another. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause.
Significance and interpretations	between themselves and others, and among families, communities and traditions.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Address and devise historically valid questions about significance.	Address and devise historically valid questions about significance.
			Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Children compare and contrast figures from stories, including figures from the past.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
Using sources as evidence		Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.

EYFS - Early Learning Goals At the end of their reception year, children are assessed against 17 early learning goals (ELGs). We use our knowledge and experience from working with each child to decide whether they have met the expected levels of development (expected) for each ELG or whether they are working towards the expected levels (emerging). For each child, this will result in a judgement of ‘expected’ or ‘emerging’ for each early learning goal.

Understanding the World - Past and Present - see learning in the EYFS document for ‘What History Subject Leaders Need to Know’

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. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Assessment against the progression statements(Disciplinary Concepts): Please use these statements as a best fit during assessment

KS1

Strand	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
1.Chronological Understanding				
Constructing the past	Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the gunpowder plot).	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell key events of the gunpowder plot).	The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the gunpowder plot and draw conclusions about it).
Sequencing the past	Know where people and events fit within a chronological framework.	Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. Seaside show how dress and items have changed).	Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. a range of pictures / artefacts relating to the seaside)	Can give a valid explanation for their sequence of objects /events on timelines (e.g. independently select a range of objects/ information associated with the seaside and customs over different time periods and explain the reason for their sequence).

	Develop awareness of the past, using common words and phrases relating to the passing of time.	Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously').	Can use and understand more complex time terms, such as BC/AD, and words and phrases relating to the passage of time eg. 'last century', '1800s', and 'decade'.
2. Historical Understanding				
Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between life in Victorian times and today).	Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences between life in Victorian times and today).	Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in medicine over a century).
Cause and effect	Choose and use parts of stories/ other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national/ international achievements.	Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the gunpowder plot).	Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes and effects of the gunpowder plot).	Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes and effects of the gunpowder plot).
Significance and interpretations	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Can consider one reason why an event or person might be significant (e.g. explain why we remember FN / CC/NA)	Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life FN / CC/NA).	Can provide some valid reasons for selecting an event, development or person as significant. Explain how our view of that person has changed over time and why (e.g. explain the achievements of nurses stating which one they think most deserves to be famous and justify their opinion. Explain how Florence Nightingale is seen today).

3. Historical Enquiry				
Planning and carrying out a historical enquiry	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an astronaut, nurse, locate information from two or more different sources and collate this to produce a relevant response).
Using sources as evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a significant individual, such as from pictures, artefacts or a story).	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a significant individual).	Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a significant individual and how our views have changed over time).

Assessment against the progression statements: lower KS2

Lower KS2				
Strand	Progression statement	WT	EXS	GD
1. Chronological Understanding				
Constructing the past	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development	Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements of the Roman Empire).	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Roman Empire and their achievements).	Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Roman period.

	and the complexity of specific aspects of the content.			
Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history	Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).
2. Historical Understanding				
Change and development	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).
Cause and effect	Address and devise historically valid questions about cause.	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can explain with confidence the significance of particular causes and effects for many of the key events and developments.

Significance and interpretations	Address and devise historically valid questions about significance.	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).	Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).	Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).
	Understand how our knowledge of the past is constructed from a range of sources.	The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can independently devise significant historical enquiries to produce substantiated and focused responses.
Using sources as evidence	Understand how our knowledge of the past is constructed from a range of sources.	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.

Assessment against the progression statements: Upper KS2

Upper KS2				
Strand	Progression statement	WT	EXS	GD

1. Chronological Understanding				
Constructing the past	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Greek life).	Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Greek society).	Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Greek civilisation).
Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).	Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).	Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).
2. Historical Understanding				
Change and development	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
Cause and effect	Address and devise historically valid questions about cause.	Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why Ancient	Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why written communication developed in Ancient Civilisations and how	Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the

		Civilisations developed).	important this was in their success).	success of Ancient Civilisations such as technological, economic, social and cultural reasons).
Significance and interpretations	Address and devise historically valid questions about significance.	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).	Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice).
	Understand how our knowledge of the past is constructed from a range of sources.	The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might make have different views about the dissolution of the monasteries).	The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about the dissolution of the monasteries).	The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have).
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can independently devise significant historical enquiries to produce substantiated and focused responses.
Using sources as evidence	Understand how our knowledge of the past is constructed from a range of sources.	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.