

Knowledge Progression in History

EYFS	Understanding the world: People and communities	Understanding the world: The world
30-50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found object. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.
40-60 months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change.
ELG	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

KS1 Progression in History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	How have toys changed over time?	Who won the space race?	Kings and Queens?
Year 1	<ul style="list-style-type: none"> - Explain what they know about toys today. - Explain how we can find out about the past. - Describe features of different toys. - Recognise old and new toys. 	<ul style="list-style-type: none"> - Know the names of some of the planets in the Solar System and the moon. - Understand how long ago 1955-1969 was in the context of their lives (around the time their grandparents would have been born) - Describe footage/images from news reports 	<ul style="list-style-type: none"> - Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. - Know the chronological order of some kings and queens - Have an understanding of the chronology of various significant British kings and queens, and be able to place



	<ul style="list-style-type: none"> - Use words relating to the passing of time. - Identify different sources we can use to find out about the past. - Ask and answer simple questions. - Compare two toys from different time periods, identifying similarities and differences. - Use words and phrases relating to the passing of time. 	<p>documenting the space race and moon landing.</p> <ul style="list-style-type: none"> - Understand why America and Russia were so keen to be the first people in space. - Talk about the life of Neil Armstrong and why he was chosen to be the first man on the moon. - Look at the achievements of Tim Peake and think of questions they could ask him. 	<p>some in the correct order.</p> <ul style="list-style-type: none"> - Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. - Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.
<p>Year 2</p>	<p>What was the panic on Pudding Lane?</p>	<p>You wouldn't want to be a Victorian school child, would you?</p>	<p>Which Women changed History</p>
	<ul style="list-style-type: none"> - Know about an event or events that happened long ago, beyond living memory (The Great Fire of London, 1666). <p>Explain how we know about the Great Fire of London from a variety of primary sources, such as Samuel Pepys diaries).</p> <ul style="list-style-type: none"> - Show awareness of how London has changed, including its buildings, people and transport. - Show an awareness of how London has changed from 1600s to present day. - Explain their reasons why some sources are more useful than others in their historical enquiry. - Start questioning the reliability of some historical evidence. - Imagine and write about the experiences of people in different historical periods based on factual evidence. 	<ul style="list-style-type: none"> - Identify whether an artefact is from a Victorian or modern classroom. - Describe photographs of Victorian schools and compare and contrast them with their own classroom - Know which lessons were taught in Victorian schools and that boys and girls did different subjects. - Know that only reasonably wealthy children could attend Victorian Schools. Some poor children were able to attend church schools until the law changed in 1880 - Begin to explain why we have some primary sources of evidence from Victorian times but hardly any from the previous topic (The Great Fire of London). - Imagine what it would be like to be a Victorian school child and write about your experiences. 	<ul style="list-style-type: none"> - Talk about the differences and similarities in the experiences of the great women studied. - Have an understanding of the chronology of the historical periods in which the women lived. - Recall some key facts about the experiences of the great women. - Begin to question and debate the criteria of what makes a person historically significant. - Think of some questions for their own enquiries into explorers or other significant people that interest them. - Imagine and write about the experiences of the women studied in different historical periods based on factual evidence. - Know that the lives of different women have often depended on the time in which they lived.

KS2 Progression in History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	What was it like to live in The Stone Age?	How do we recreate the wonders of Ancient Egypt?	What did the Romans do for us?
Year 3	<ul style="list-style-type: none"> -Know where the Stone Age gets its name. - Know how Britain changed between the beginning of the Stone Age (Palaeolithic, Mesolithic and Neolithic) and the Iron Age. - Know the chronology and the main differences between the Stone, Bronze and Iron Ages. -Know which tools were crucial to the survival of early man. -Explain how Skara Brae was discovered. -Know the names of some items found at Skara Brae. - Explain how humans changed from hunter-gatherer tribes to agrarian, metalworking societies. -Explain why children worked in copper mines. -Name two reasons why Iron Age people wanted to protect their homes. -Explain how Skara Brae shows that Stone Age people were beginning to change how they lived. 	<ul style="list-style-type: none"> -Understand what was important to people during ancient Egyptian times. -Compare the powers of different Egyptian gods. -Find Egypt on a map. -Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. -Know where and when the Egyptians lived through looking at maps and artefacts. -Select information about mummification and Egyptian gods carefully when learning about these areas. -Understand that despite the riches of the pharaohs and the pyramids, Egyptian society was strictly stratified into a rigid class structure. -Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people. -Construct informed responses that involve thoughtful 	<ul style="list-style-type: none"> -describe when the Romans conquered Britain -Know that as far back as Julius Caesar, the Romans wished to invade Britain, eventually adding much of it to the Roman Empire. -Know how there was resistance to the Roman occupation amongst the Britons, including the Iceni tribe (led by Boudica) and the Picts in Scotland. -Know how the Roman occupation of Britain helped to advance society, including the road network, cities, and the emergence of Christianity. -recall some facts about the Romanisation of Britain. -describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding. -use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed. -demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation.



	<p>-Explain why Bronze Age people mined copper.</p> <p>-Explain why there are many ideas about how Stonehenge was used.</p>	<p>selection and organisation of relevant historical information.</p> <p>-Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.</p> <p>-Compare the powers of two different pharaohs, such as Akhenaten, Tutankhamun (his son) or Rameses II.</p>	<p>-be able to appreciate the process of change and empathise with the people whose lives were affected.</p> <p>-Develop the appropriate use of historical terms such as 'BC/AD', 'era' and 'century'.</p>
<p>Year 4</p>	<p>Were the Anglo-Saxons helpful to Britain?</p>	<p>Were the Vikings helpful, nasty or both?</p>	<p>Why did people stay away from Eyam?</p>
	<p>Say who the Anglo-Saxons and Scots were and when and why they invaded Britain.</p> <p>Know that the Anglo-Saxons invaded Britain via sea from Germany, beginning in the late 3rdC.</p> <p>-Explain some key features of life in Anglo-Saxon Britain.</p> <p>-Describe some artefacts that have been discovered, such as the horde</p> <p>-Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.</p> <p>-Analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.</p> <p>-Describe the work of some key individuals at the time (Egbert, Alfred the Great, Canute, Bede).</p> <p>-Recognise that the first kings of England were Anglo-Saxons, beginning with Egbert (827-839) and included</p>	<p>-Say where the Vikings came from and when they invaded Britain.</p> <p>-Recall where the Vikings came from (Scandinavia) by longship and when they started invading Britain (789, Lindisfarne).</p> <p>-Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline.</p> <p>-Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.</p> <p>-Explain where and why some Viking raids or attacks took place.</p> <p>-Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and Wergild.</p> <p>-Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, cultural</p>	<p>- Place the 17th Century on a timeline in relation to previous time periods studied and describe the situation in England at that time.</p> <p>- Know that the outbreak of the plague happened in 1665 in London</p> <p>- Explain that although around 70,000 deaths were recorded the number was probably much higher than this and give reasons why.</p> <p>- Know that Eyam is a village in the Peak District (just like Hadfield) which is 250km away from London.</p> <p>- Describe how The Plague managed to spread from London to Eyam when George Viccars (a tailors assistant) ordered some material from London.</p> <p>- Explain how William Mompesson managed to persuade the people of Eyam to do as he said.</p> <p>- Describe the process of quarantine making links to recent events surrounding the Corona Virus.</p> <p>- Write a first hand recount of the quarantine experience</p>



	<p>Alfred the Great and Canute.</p> <p>-Demonstrate a deep understanding of how life in Britain has been shaped by the Anglo- Saxons by composing accurate, detailed accounts on Anglo-Saxon culture, religion and society using a range of evidence sources and artefacts to support their conclusions.</p> <p>-Know that the roots of the English language today stretch back to the Anglo-Saxons.</p>	<p>traditions and crime and punishments.</p> <p>-Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions.</p> <p>-Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history.</p> <p>-Compare and contrast the modern day justice system with the Anglo- Saxon system, explaining and understanding the similarities and differences.</p>	<p>using the Catherine Mompesson's diary as an example including reference to the fact that 260 of the 350 residents died..</p> <p>-</p>
<p>Year 5</p>	<p>Who were the Mayans?</p>	<p>Please Sir, can I have some more?</p>	<p>Where did the Olympic Games originate?</p>
	<p>- Say where the Maya flourished (Mexico and Guatemala, c. 300-900 Classic Period) and name some of their major cities (Tikal, Pelanque, Chichén Itza).</p> <p>-Know some of the main Maya gods and what they represented.</p> <p>-Read and write some basic Maya numbers, explaining what syllabograms and logograms are.</p> <p>-Know that corn and chocolate were important foods and be able to identify some reasons for this.</p> <p>-Explain different ritual elements of the ancient Mayan religion and describe some of the main gods in greater detail.</p> <p>-Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.</p> <p>-Research and provide some of their own ideas about the significance of corn and chocolate.</p>	<p>- Understand the global influence of Britain in the 19th century and the expanse of the British Empire during Queen Victoria's reign.</p> <p>-Compare the powers of different kings and queens including Victoria.</p> <p>-Know who Victoria's family were and where they came from.</p> <p>-Raise questions when confronted with an artefact in order to understand more about this era and select information that is useful in understanding the use of artefacts as a form of recording.</p> <p>-Know how inventions such as Stevenson's Rocket and Bessemer's steel-making process built on 17thC innovation of the Industrial Revolution.</p> <p>-Select information about children and workhouses carefully when learning about these areas.</p>	<p>Say when the Ancient Greek people lived and order some events from the time on a timeline.</p> <p>-Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.</p> <p>- Explain the Ancient Greeks' belief in the mythology of the gods of Olympus and the tales of Greek heroes.</p> <p>- Know that Greek culture included sport (the Olympics), literature (Homer's <i>The Iliad</i> and <i>The Odyssey</i>), philosophy and architecture.</p> <p>- Compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics.</p> <p>- Know that Ancient Greece was organised into city-states (poleis) such as Athens, Sparta, Corinth and Thebes.</p>



- Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.
- Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions.
- Explain how the number and writing system works in more detail, be able to use Maya numbers to complete sums and write words using the Mayan syllabary by choosing suitable syllabograms to create their own glyph blocks.

- Know how life changed for many families, as they worked in mills. Know that schooling increased with the first Education Act of 1870 and became compulsory from 1880.
- Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many Victorian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how evidence can give us different answers about the rich and poor during Victorian times, noting connections, contrasts and trends over time.

- Write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen their understanding.
- Analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like.

	How did WW2 affect the people of Britain?	If you did the crime, could you do the time?	Were the Tudors really terrible?
Year 6	<ul style="list-style-type: none"> - Offer reasons to explain how World War II began, with reference to Germany's defeat in the First World War and the rise of Adolf Hitler and the Nazis. - Explore the significance of key events. - Explain how and why the changing role of women was significant to the war effort. - Recall key facts about rationing, evacuation and the Holocaust. - Demonstrate a full understanding of a wide range of World War II events. - Recall key dates and facts with ease. 	<ul style="list-style-type: none"> - Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times. - Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources. - Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. - Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin. 	<ul style="list-style-type: none"> - Talk about historical artefacts from Tudor times and how artefacts can give us information. - Recall the key events and people involved in The Battle of Bosworth and its significance in The War of the Roses and the eventual reign of the House of Tudor - Explain why the Tudor rose was formed - Talk about the character of King Henry VIII giving facts about his life including lifestyle, religious views and his style of ruling. - Know the names of Henry's wives and their fates - Compare and contrast the lives of the rich and the poor



-Evaluate and assess the reason, impact and significance of key wartime events.

- Recall facts about the Home Front, including rationing, evacuation, women's work, the Battle of Britain and the Blitz.

- Know that the war ended in 1945 with the Allied defeat of Nazi Germany and Japan's surrender following the atomic bomb attacks.

-Explain the Holocaust in detail and make links and comparisons to issues today.

- Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.

- Talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them.

- Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.

- Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.

- Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.

during Tudor times including clothes, food and pastimes.

- Write a first person account of live as a rich/poor person during the reign of Henry VIII

- Recall all of the Tudor monarchs in chronological order?

- Recall the names of Henry VIII's children

- Explain some key vocabulary from the Tudor times including banquet, Catholic, Protestant, monarch, nobles, peasant, ruff, and monarch.