



## Progression in History- Knowledge and Skills

Knowledge	Within living memory	Beyond living memory	Lives of significant people	Local history
Foundation				
Year 1	<p>History- My Family What was life like when our grandparents were children?</p> <ul style="list-style-type: none"> <li>• Know that the toys their grandparents played with were different from their own</li> <li>• Organise artefacts by age</li> <li>• Know what a number of older objects were used for</li> <li>• Know the main different between their school days and that of their grandparents</li> </ul>	<p>History- Great inventions- The first flight How did the first flight change the world/Why were the Rainhill Trials important?</p> <ul style="list-style-type: none"> <li>• know about events which happened long ago even before their grandparents were born.</li> <li>• know what we use today instead of a range of older objects</li> <li>• know that children's lives today are different to those of children a long time ago.</li> </ul>	<p>History- The greatest Explorers Who were the greatest explorers?</p> <ul style="list-style-type: none"> <li>• Know a famous person from the past and explain why they are famous.</li> <li>• know about a famous person from outside the UK and explain why they are famous.</li> </ul>	
Year 2	<p>History- Seaside- How have seaside holidays changed over time? How have holidays changed over time?</p> <ul style="list-style-type: none"> <li>• Organise artefacts by age</li> <li>• Know what a number of older objects were used for</li> </ul>	<p>History- Bonfire night &amp; The great fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?</p> <ul style="list-style-type: none"> <li>• know about events which happened long ago even before their grandparents were born.</li> <li>• know what we use today instead of a range of older objects</li> </ul>		<p>History Local heroes- Who are our local heroes and why should we remember them</p> <p>NC: Who are our local heroes?</p> <ul style="list-style-type: none"> <li>• know the name of a famous person or a famous person close to where they live</li> <li>• know how the local area is different to the way it used to be a long time ago.</li> <li>• Differentiate between things that were 100 years ago and things</li> </ul>



		know that children's lives today are different to those of children a long time ago.		that were not, buildings, tools, toys etc
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Knowledge	Chronology (stone age to 1066)	Beyond 1066	Local study	Ancient Ancients (stone age to 1066)	Civilizations from 1000 years ago	Ancient Greece
Year 3	<p>History- The Stone Age What was new about the stone age?</p> <ul style="list-style-type: none"> <li>•Know how Britain has changed between the beginning of the Stone Age and the Iron Age.</li> </ul> <p>History- The Bronze Age and Iron Age- What was more impressive- the bronze age or the iron age?</p> <ul style="list-style-type: none"> <li>•know the main differences between the bronze and iron age</li> </ul>		<p>History- Our local Area- Why is local History Important?</p> <ul style="list-style-type: none"> <li>•Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>•Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul>			
Year 4	<p>History- Roman Britain What happened when the Romans came to Britain?</p> <ul style="list-style-type: none"> <li>•Know how Britain changed from the iron age to the end of the Roman Occupation</li> </ul>	<p>History Crime and Punishment How has Crime and Punishment changed over time?</p>		<p>History The Ancient Egyptians How much did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> <li>•Know about and name some of the advanced societies that were in the world around 3000 years ago</li> </ul>		



	<ul style="list-style-type: none"> <li>•Know how the Roman occupation of Britain helped to advance British society</li> <li>•Know how there was resistance to the Roman occupation and know about Boudicca</li> <li>•Know about at least one famous Roman emperor</li> </ul>			<ul style="list-style-type: none"> <li>•Know about the key features of Ancient Egypt</li> </ul>		
Year 5	<p>History: The Anglo-Saxons. Was the Anglo-Saxon period really s. Dark Age?</p> <ul style="list-style-type: none"> <li>•Know how Britain changed between the end of the Roman occupation and 1066</li> <li>•Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>•Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>•Know that the way the kingdoms were divided led to the creation of some of our county boundaries</li> <li>•Use a time line to show when the Anglo-Saxons were in England</li> </ul> <p>History: The Vikings Would the Vikings do anything for money?</p>	<p>History: Journeys. What makes people go on holiday?</p> <ul style="list-style-type: none"> <li>•Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British History</li> <li>•Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>•Know how Britain had a major influence on the world</li> </ul>				



	<ul style="list-style-type: none"> <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>					
Year 6			<p>History: The Impact of War Did WWI or WWII have the biggest impact on our locality?</p> <ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul>		<p>History: The Maya Civilisation Why should we remember the Maya?</p> <ul style="list-style-type: none"> <li>• Know about the impact that one of the ancient societies had on the world</li> <li>• Know why they were considered an advanced society in relation to that period in time in Europe.</li> </ul>	<p>History: The Ancient Greeks Why should we thank the Ancient Greeks?</p> <ul style="list-style-type: none"> <li>• Know some of the characteristics of the Athenians and Spartans.</li> <li>• Know about the influence the Gods had on Ancient Greece</li> <li>• Know at least five sports from the Ancient Greek Olympics</li> </ul>



Progression in History – Historical concepts and historical enquiry

	Change and development	Cause and effect	Significance and interpretations	Planning and carrying out a historical enquiry	Using sources as evidence
Key stage 1	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	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.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	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.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
Lower Key Stage 2	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 cause.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Understand how our knowledge of the past is constructed from a range of sources.
Upper Key Stage 2	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 cause.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Understand how our knowledge of the past is constructed from a range of sources.