

History Knowledge and Skills Progression

Year	National Curriculum	Topic & Trips	Knowledge	Skills (to include: Narrative & Chronological Understanding, Interpret The Past, Knowledge & Understanding, Historical Enquiry, Communicate Historically)	Vocabulary
EYFS	Understanding the World: Past and Present	All About Me Remembrance Bonfire Night Harvest Christmas Easter Diwali Lunar New Year <i>(In addition to ongoing contextual references)</i>	To know about their own life-story and family's history. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling.	To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To talk about the lives of people around them and their roles in society.	History, time, past, present and future, yesterday, today, tomorrow, days, months, years
1 (Autumn)	Changes within living memory	Toys Museum Loan Box Experience	To know the type of toys that Victorian children played with To know how toys changed over time To know the impact of the industrial revolution on the manufacturing of toys (increased range of materials and colours, more eye catching and bright)	To use a timeline to identify the changes in children's toys over time To compare Victorian toys to the toys of today, and sort artefacts into 'then and now' To sequence events or objects into chronological order To be able to describe similarities and differences in artefacts using a range of sources To be able to present ideas in drawings To organise ideas through writing (i.e. labelling)	Toy, game, similarity, difference, change, develop, wood, modern, handmade, mass-produced, invent, industrial revolution, material, plastic, Victorian era
1 (Spring)	The lives of significant individuals in the past who have contributed to national and international achievements	Famous Astronauts Moon Rock Sample	To know the crew of Apollo 11 (i.e. Neil Armstrong, Buzz Aldrin & Michael Collins) To know that Neil Armstrong was the first man to walk on the moon and to know the roles of the other astronauts To know key information about Tim Peake, Neil Armstrong and Mae Jemison	To sequence key events in chronological order onto a timeline To be able to use a range of sources to find out about key astronauts and space exploration To begin to identify different ways to interpret the past (photos, videos and stories) To be able to present ideas in drama To organise ideas through writing (i.e. report writing)	Astronaut, gravity, planet, orbit

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				To present ideas using ICT	
1 (Summer)	Changes within living memory	Seaside Holidays Seaside Day	To know how trips to the seaside have changed over time. To know some traditional UK seaside destinations. To know what you can do at the seaside.	To use a timeline to identify the changes at the seaside over time To be able to describe similarities and differences between the past and the present To find answers to simple questions about the past from sources of information (i.e. artefacts) To begin to identify different ways to interpret the past (i.e. photos, videos, stories, adults talking about the past) To use speaking and listening skills To ask and answer questions related to different sources and objects To organise ideas through writing (i.e. simple recount)	Seaside holidays, railways, wakes week, seaside holiday activities, Blackpool Tower, Punch and Judy
2 (Autumn)	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements	Superhero Women Village walk, Church visit	To know why certain individuals are significant in history (Florence Nightingale, Malala Yousafzai, Rosa Parks, Marie Curie) To know how they became the people that they were and the journey they took To know their impact on our lives today	To understand what makes a person in history significant To be able to ask questions about historical figures and the reliability of sources To be able to sequence significant people on a timeline To be able to represent the past in different ways (i.e. write-ups, drama, presentations) To be able to compare the lives and journeys of different historical figures	Activist, scientist, dedicated, transformed, resilient, education, equality, segregation, integrity, inspiration, heroine, adversity, legacy, pioneer, symbol
2 (Spring)	Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally	Great Fire of London Great Fire of London Day	To know what happened on key dates throughout the event of the fire To know significant people and what they did (Thomas Farriner, Samuel Pepys, King Charles II) To know why the fire spread so easily and how it was put out	To sequence events and pictures into chronological order To organise ideas through writing (i.e. labelling) To find answers to simple questions about the past from sources of information (i.e. artefacts, diary entries)	Timber, diary, building, cathedral, reconstruct, spread, douse, bakery, extinguish, draught, fire brigade, mediaeval, capital,

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				To be able to describe memories of key events in lives	population, primary source
2 (Summer)	Changes within living memory. Significant historical events, people and places in their own locality. A local history study	Our Local Area	To know some of the similarities and differences between their lives and those of adults around them. To know that times were slightly different when their parents/carers were little and things were very different when their grandparents were little. To know that life was very different then (i.e. clothes, travel, toys, holidays, school) and that shops were very different too (i.e. technology and supermarkets did not exist)	To interview people to find out about people's own personal history in Long Crendon. To describe how Long Crendon and its people have changed over the last century To use personal accounts, archive materials and photographs to compare and contrast what life would have been like when parents and grandparents were little. To investigate what life would have been like before grandparents were born (i.e. war times) To create a timeline of key family events and to use words that describe the chronology of events (i.e. past, present, then, now, before, after)	After, before, century, chronology, differences, during, new, now, old, older, past, present, sibling, similarity, slightly, technology, then, usually, longer
3 (Autumn)	The achievements of the earliest civilizations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt	The Egyptians Egyptians WOW Day	To know key events across a timeline between 3100BC and 30BC To know what Ancient Egyptians believe about the afterlife To know the importance of significant elements of their era (The River Nile, pyramids, mummification, methods of communication)	To be able to compare Ancient Egypt with other civilisations (i.e. medicines, communication, ways of life) To be able to place key events onto a timeline To evaluate the relevance, usefulness and authenticity of sources To use a range of sources when gaining an understanding of events To ask relevant questions about what the Ancient Egyptians did (i.e. building the pyramids, mummification of bodies) To bring history to life in their classroom experiences	Pharaoh, sarcophagus, excavate, canopic jar, inscription, hieroglyph, papyrus, pyramid, mummify, archaeology, dynasty, polytheism, ruler, religion, diety
3 (Spring)	Changes in Britain from the Stone Age to the Iron Age A study of an aspect or theme in British history that	Stone Age To Iron Age Cadbury's World	To know key dates from the Stone Age to the Iron Age To know significant changes within this period of time To know about key preserved places (i.e. Stonehenge, Skara Brae)	To be able to use key vocabulary in regard to different periods of time correctly (i.e. Palaeolithic, Mesolithic, Neolithic) To be able to distinguish and identify between different sources (i.e. books, websites, pictures of artefacts)	Neanderthal, Skara Brae, weapon, hunter, gatherer, dweller, agriculture, Neolithic, weaving, tribe, carving, food

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	extends pupil's chronological knowledge beyond 1066		To know what the changes were from the Stone Age and the Iron Age (i.e. homes, tools, ways of life)	To be able to identify and record key information between the two periods To understand their lives compared to ours To ask and answer questions related to different ways of life (i.e. hunters, gatherers, agriculture)	source, evolving, tack tick
3 (Summer)	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	Tudors Tudors Workshop	To know the monarchs in power throughout this period To know the influence that religion played in the events of the period. To know the key events throughout the reign of Henry VIII (Marriages, reformation of the church of England) To know the key people that were important in the life of Henry VIII (i.e. Henry VIII's wives, William Shakespear)	To be able to understand the importance of an heir to the monarchy To be able to identify and order key dates in the Tudor period (1509-1558) To be able to make comparisons between life in Tudor times and that of today To be able to source and record key information about how religious differences impacted on their lives	Catholic, Protestant, divorce, reformation, annul, heir, execution, circumnavigate, armada, heresy, galleon, monarch, reign, queen, monarchy
4 (Autumn)	A non-European society that provides contrasts with British history- Mayan Civilisation	Ancient Maya	To know key events from 1100BC to AD1500 To know who the Mayan people were and how they lived. To know the significance of their number, writing and calendar systems To know the relevance of buildings and their religious customs (i.e. temples, pyramids, rituals)	To understand how ancient civilisations functioned To be able to plot events onto a timeline. To be able to evaluate the usefulness of sources. To form links, comparisons and reasonable explanations about events and civilisations (i.e. Ancient Egyptians, British history) To ask questions and be able to investigate them through different resources (i.e. library, books, websites) To be able to identify and record key information about Mayan civilisation	Draught, scribes, conquistador, indigenous, hieroglyphs, jaguar, codex, sacrifice, priests, invasion, calendar, pyramid, temple, ritual
4 (Spring)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Kings and Queens Kings & Queens Day	To know what a monarchy is. To know about significant sovereigns between 871AD - present day and to know why they were significant. (i.e. Alfred the great, William the Conqueror, Victoria, Elizabeth II)	To use words and phrases that describe a period of time. To compare and contrast the lives of the British monarchs. To discuss their changing roles and how the power structures impacted on the people.	Absolute Power, AD- Anno Domini, feudal system, government, head of state, hierarchy, monarch, parliament, reign,

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			To know what a hierarchy is and how the power structure of the monarchy has changed overtime.	To identify a hierarchy within a society and discuss the advantages/disadvantages of a class structure. To debate the purpose of a royal family in today's society.	sovereign, Spanish Armada
4 (Summer)	The Roman Empire and its impact on Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Romans Roman Workshop	To know key people in Roman history and what was significant about their lives (i.e. Julius Cesar, Boudicca, Romulus and Remus, Paulinus, Emperor Claudius) To know how the Romans have impacted life today in Britain To know the Roman timeline of key events (753BC to AD410) To know what life was like in Roman times To know the structure of the army	To evidence how past constructions are seen in the present day To evaluate the impact of the Roman invasion of Britain To interpret how the army evolved and their power across the world To ask and answer questions related to Roman society and how they controlled their territory To identify and record key information in different ways (i.e. pictures, write-ups, labels, experiences)	Invaded, chariot, gladiator, legionary, emperor, centurion, religion, amphitheatre, temple, mosaic, senate, conquered, military, Europe, ancient
5 (Autumn)	A study of an aspect or theme in British history that extends pupil's chronological knowledge	Black History Legoland trip	To know what a slave was and what their life was like To know about key figures in the abolition of slavery (i.e. Martin Luther King, William Wilberforce) To know the timeline of significant events To know about the Windrush generation and the impact on modern day Britain	To enquire about causes and results of events and the impact on people To analyse different versions of events and give reasons for them To identify and use primary and secondary sources To be able to use appropriate terms and dates when communicating knowledge in different forms To work with others and present key information with a focus on inequality	Declaration, independence, civil war, avolition, discrimination, racial, segregation, integration, equality, democracy, boycott, campaign, legacy, Jim Crow
5 (Spring)	A non-European society that provides contrast with British History: Benin (West Africa)	Benin Kingdom	To know how the Benin Kingdom was first established To know a timeline of key events (AD400 to AD1489) To know about key people and rulers in the development of the Benin Kingdom (i.e. Yoruba, Edo, Ogiso, Oba)	To examine different sources of evidence (artefacts, oral accounts, stories and legends) compare accounts and explain reasons for differences To interpret and explain how the development of Benin art and architecture was linked to their religious beliefs	Ogiso, Oba, Edo, Yoruba, Ohen, Animists, brass

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			To know about beliefs, rituals and artefacts of the Benin people and their customs	To discuss how trade networks developed and how this impacted on the lives of the people	
5 (Summer)	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Anglo Saxons and the Vikings Bawdsey Manor & Sutton Hoo (residential), Viking Day	To know who the Anglo-Saxons and Vikings were and where they came from. To know a timeline of key events (AD449 to AD1066) To know about key figures in Anglo-Saxon history (i.e. Alfred the Great, Athelstan, Edward the Confessor, King Harold). To know about the different roles of people in Anglo-Saxon society (i.e. warriors, craftsmen) To know about written forms of communication used during this period (i.e. Runes, the alphabet)	To discuss possible reasons as to why the Anglo - Saxons invaded To understand how changes over time might have impacted on society (i.e. Viking invasion, kingdoms to kingdom, peace treaty) and what life would have been like for the people of Britain To compare similar sources and begin to understand how and why they might differ (i.e. comparison between two maps) To begin to assess the reliability of a source and the information it can tell us about the past (i.e. maps and artefacts to understand trade links with other countries)	Monarch, Danelaw, rune, weaponry, paganism, Christianity, medieval, jewellery, coin, helmet, divided, conquered, invaded, religion, voyage
6 (Autumn)	The Roman Empire and its impact on Britain The Viking and Anglo-Saxon struggle for the kingdom of England A study of an aspect or theme in British history	Crime and Punishment Oxford Castle trip, Magistrates visit	To know how the criminal system developed from Roman times to the Victorian times (43AD to 1914AD) To know the types of behaviours that were classified as crimes over these periods and how these have changed over time (i.e. gossiping, witchcraft, treason, theft) To know how decisions were made about who was guilty or innocent (i.e. types of trials, court systems, juries) To know the types of punishments that were handed out (i.e. capital/corporal punishment, executions, rack, ducking, public humiliations prison) and the types of deterrents used to maintain the peace To know when and where the first police force was introduced	To bring a range of sources together to provide a fluent account of what has happened. To make links between different sources of evidence, suggest omissions and ways of finding out further information. To consider ways of checking the accuracy of interpretations (i.e. fact, fiction and opinions) To discuss differing viewpoints and to understand how judgements are made. To make comparisons between different punishments and discuss their effectiveness as deterrents.	Crime, punishment, criminal, convict, custodial, prison, interrogate, sentence, deterrent, judge, jury, medieval, laws, treason, trial

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<p>6 (Spring)</p>	<p>A study of an aspect or theme in British history A local history study</p>	<p>World War 2 Bletchley Park visit, Blitz Royal Army workshop, Thame Museum visit</p>	<p>To know the key events that led to the start of World War 2 and the countries involved (i.e. Great Britain and its allies, Germany, Italy and Japan) To know significant dates and events that occurred within World War 2 (1939 to 1945) To know the key people within this period and their significance within the war (Winston Churchill, Adolf Hitler, Anne Frank). To know about the Holocaust and the killing of the Jewish people by the Nazis To know how the war impacted on the lives of the people (i.e. evacuation, rationing, the changing role of women in society) To know of the bombing campaigns that took place (i.e. The Blitz, The Battle of Britain) To know the impact of the war on the local area (i.e. local museum artefacts)</p>	<p>To compare and contrast life before and after the war and how this subsequently impacted on our own lives. To examine the impact of media campaigns and their role within the war (i.e propaganda, advertising campaigns) and can explain how these can affect opinions. To draw conclusions and provides accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways To ask questions about locally preserved artefacts</p>	<p>Propaganda, allies, axis, annex, Gestapo, rationing, evacuee, evacuation, blitzkrieg, holocaust, dictator, invade, army, battle, government</p>
<p>6 (Summer)</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p>Ancient Greece</p>	<p>To know where Greece is in the world and understand its geographic makeup To know the key dates within the Ancient Greece timeline (776BC to 146 BC) To know who the Greek philosophers from this period were (Pythagoras, Socrates, Hippocrates, Aristotle, Archimedes) and to understand their individual beliefs To know how aspects of Ancient Greece have influenced modern day architecture and the arts To know the origins of the Olympic games (when, where and their intended purpose)</p>	<p>To evidence how the Greek philosophers have impacted on our lives in the present day To discuss the Greek religious beliefs (polytheists - multiple Gods for different things) and recognise that other people's opinions/feelings may be different to that of our own To identify aspects of Ancient Greece's arts and architecture that are still evident today. To make comparisons between the Olympic games of the past and those of today and evaluate the changing role of women</p>	<p>Empire, marathon, Olympics, democracy, architecture, government, philosophy, sculpture, hoplite, Mount Olympus, amphitheatre, conquered, military, Europe, ancient</p>