

HISTORY KNOWLEDGE PROGRESSION 2024-25

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Substantive Concepts</p>	<p>Members of immediate family and community: photos and memories</p> <p>Civilisation</p>	<p>Explorers - Christopher Columbus, Montgolfier brothers, Wright brother: Events from beyond living memory that are significant nationally or globally</p> <p>Exploration and discovery</p>	<p>Amelia Earheart & Neil Armstrong: Events from beyond living memory that are significant nationally or globally</p> <p>Exploration and discovery</p>	<p>Changes in Britain in the Stone Age</p> <p>Civilisation</p> <p>Worship and Belief</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations: Ancient Egypt.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Invasion</p> <p>Civilisation</p> <p>Democracy</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Civilisation</p> <p>Invasion</p> <p>Worship/Belief</p>	<p>A non-European society that provides contrasts with British history: Mayan civilization c900AD.</p> <p>Worship/Belief</p> <p>Civilisation</p>
Spring	<p>Images of familiar situations in the past: homes, school, transport</p> <p>Civilisation</p>	<p>Toys: changes within living memory</p> <p>Civilisation</p>	<p>Florence Nightingale: Lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Exploration and Discovery</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations: Ancient Egypt.</p> <p>Civilisation</p> <p>Worship/Belief</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	Time box 2	Time box 3	<p>Local history study: Newbury and surrounding areas in World War II.</p> <p>Invasion</p> <p>Time box 4</p>
Summer	<p>Characters from stories, including figures from the past: fictional and non-fictional characters from a range of cultures and times</p>	<p>Castles – homes a long time ago – case study of castles – Donnington Castle</p> <p>Civilisation</p>	<p>The Great Fire of London: Events from beyond living memory that are significant nationally</p> <p>Civilisation</p>	<p>Short local study linked to Geography</p> <p>Time box 1</p>	<p>The Roman Empire and its impact on Britain</p> <p>Democracy</p> <p>Invasion</p> <p>Civilisation</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Civilisation</p> <p>Invasion</p> <p>Worship/Belief</p>	<p>Thematic: Beyond Face Value</p>

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Coverage of historical skills KS1 & KS2

	Bonfire Night	Toys	Castles	The Great Fire	Poppy day	Florence Nightingale	How schools have changed	Stone Age to Iron Age	Ancient Egypt	Local	Roman Britain	Saxons	Vikings	Maya	Ancient Greece	Thematic Beyond Face Value
1. Understanding characteristic -ideas, beliefs, attitudes, diversity	✓✓			✓	✓✓	✓✓		✓✓	✓✓✓ Belief in Afterlife			✓	✓✓ Stereotypical view of vikings	✓✓	✓✓✓ Role of women in religion. Olympics Democracy	
2. Understanding similarity and difference, continuity and change	✓✓	✓✓			✓✓	✓✓✓		✓✓✓ Changes from Stone Age to Iron Age		✓✓✓ Changing village landscape	✓✓ Impact of Romans on Celtic life	✓ How much continued after the Romans?	✓✓ Changing relations with Saxons	✓✓ Changing fortunes of Benin		✓✓✓ If looking at theme over time
3. Understand significance										✓	✓✓✓ Greatest legacy of Romans?	✓✓ Was Alfred really great?	✓✓✓ What were key turning points in struggle of Saxons with Vikings?		✓✓ Greatest achievements	✓✓✓ Key turning points
4. Identify and describe	✓✓			✓✓ ✓	✓	✓✓		✓✓ Building of		✓	✓✓✓ Reasons for	✓✓ Push or Pull:			✓✓ Why was Athens	

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reasons for, and results of, events, situations and changes								Stonehenge				Claudius' invasion	Why did they settle?			successful at Marathon?	
5. Discern how and why contrasting arguments and interpretations of the past have been constructed			✓✓ ✓					✓✓ Why Stonehenge was built	✓			✓✓ View of Boudica	Was Alfred really great?	✓✓✓ Raider s or traders ?	✓✓ Should Benin bronzes be returned ?		
6. Make connections, draw contrasts, analyse trends			✓✓		✓✓✓			✓✓ Compare Britain and Egypt					✓✓✓ Where did the Saxons settle?	✓✓✓ How can we work out where the Vikings settled ?	✓✓✓ Comparison of Mayan with Saxon civilization	✓✓ Legacy to diff. societies Tudor/ Victorians	✓✓ how Tudors, Victorians , WW2 manipulated images
7. Understand how evidence is used to make historical claims (includes evaluation)	✓✓	✓✓	✓✓	✓	✓✓✓			How can we know what life was like at Skara Brae	✓✓✓ Crimewatch 3,000BC Howard Carter	✓✓✓		Is this another Roman villa?		✓✓✓ Who was buried at Sutton Hoo?		✓✓✓ Why is it so difficult to know about. AG women?	✓✓✓ propaganda

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8. Create own structured accounts, including written narratives and analyses.									Instructions Recount of process of mummification.		Explanations of reasons for Claudius' actions/ expansion of Roman Empire		Report		Report Explanation	
CHRONOLOGY runs through ALL topics especially those requiring comparison over time e.g. the thematic study and frequent use of Time box Key : Coverage Light touch ✓ Some ✓✓ Depth ✓✓✓																

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TO BE UPDATED

Key Knowledge

Year 1	Year 2	Year 3 - Egyptians	Year 3 – Stone Age to Iron Age
<p>Christopher Columbus was an explorer.</p> <p>Christopher Columbus discovered the Americas.</p>	<p>Neil Armstrong was the first person ever to walk on the Moon. As he stepped onto the Moon, he said, “That’s one small step for man, one giant leap for mankind.”</p> <p>The moon landing taught us about what the moon was made of. It gave us the first view of the Earth from Space.</p> <p>Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. This happened in 1932.</p> <p>Amelia Earhart disappeared on a round the world flight in 1937.</p>	<p>Mummification involved the process of embalming or preserving, a body after a person has died.</p> <p>Egyptian life depended on the river – the Nile provided food and resources, land for agriculture, a means of travel, and was critical in the transportation of materials.</p> <p>The pyramids were built as monuments to house the tombs of the pharaohs. Death was seen as merely the beginning of a journey to the other world.</p> <p>The main sources of information about ancient Egypt are the many monuments, objects and artefacts that have been recovered from archaeological sites, covered with hieroglyphs.</p>	<p>People moved from nomadic, hunter-gatherers to living in communities, with defence systems. They went from scavenging for food (moving seasonally to where food source most abundant) to farming and trading in metal.</p> <p>Say what was distinctive about 3 different periods from this time e.g. Bronze Age.</p> <p>Explain the different theories as to why Stonehenge was built</p> <p>Describe the ways in which life changed during the Iron Age</p> <p>Explain how we can know so much about a time that happened thousands of year ago.</p>
	<p>Florence Nightingale</p> <p>Florence is a famous nurse remembered for her work helping soldiers get better in the Crimean war. She became known as the Lady of the Lamp.</p> <p>She got rid of the dirt, cleaned the sheets and made everyone wash their hands. She was very well organised and knew how to get things done</p> <p>After the war Florence really improved hospitals at home.</p> <p>Her work training nurses was really important. Nurses have to obey her rules on how to be a good nurse, even today.</p>		

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	<p>She wrote lots of books on nursing which were easy to read.</p> <p>She is remembered today and medals with her name on are given to nurses, even though she died over 100 years ago</p>		
<p>Toys</p> <p>To be able to explain how you know a toy is old, using at least 2 describing words 2.</p> <p>Be able to give three differences between modern toys and old toys (think colour, material, power)</p> <p>Know that early toys were made by hand then by machines.</p> <p>Know which toys played with by parents and grandparents are the same as the ones you play with and which are different</p> <p>Talk about toys being old, new, modern, very old,</p> <p>Place 3 pictures of toys of different ages onto a timeline</p>	<p>The Great Fire</p> <p>Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.</p> <p>They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.</p> <p>They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.</p> <p>They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service</p>		
Year 4 – Ancient Greece	Year 4 - Romans	Year 5 – Anglo Saxons and Scots	Year 5 – Vikings and Anglo Saxons
<p>The ancient Greeks were successful for several key reasons. They were capable of fighting for independence, either from one another or from foreign powers like the Persians, due to their successful military organisation, training, and tactics.</p>	<p>Explain why Claudius invaded Britain when Caesar didn't stay</p> <p>Describe how Boudica stood up to the Romans</p>	<p>The Saxons were many different groups who invaded England in the 5th and 6th centuries from Northern Europe.</p>	<p>The word Viking means raider (and they certainly did a lot of that!) but they were also traders and settlers, especially later in the period</p> <p>They attacked England from Scandinavia carrying out raids on</p>

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<p>Alexander the Great took control as king of Macedonia at the age of 19. He was decisive, ambitious and ruthless. Very soon after he became king, Alexander conquered the rest of the Greek city-states too</p> <p>He had a powerful army and he dealt harshly with any city-states that made an attempt to rebel against his rule.</p> <p>After gaining control of all of Greece by the age of 21, Alexander invaded other countries</p> <p>Greece had many city-states. Athens was known for its democracy. Sparta was known for its military strength. Corinth was a major trading hub. Thebes was known for its skilled army. Olympia hosted the ancient Olympic Games.</p> <p>The ancient Greeks were the first to create a democracy. The word "democracy" comes from two Greek words that mean people (demos) and rule (kratos). Each year 500 names were chosen from all the citizens of ancient Athens. Only free men were considered citizens in Athens. Women, children, and slaves were not considered citizens and therefore could not vote. Those 500 citizens had to serve in the government for one year. During that year, they were responsible for making new laws and controlled all parts of the political process.</p>	<p>Explain why we have different interpretations of Boudica today</p> <p>Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure</p> <p>Explain why the Romans were so powerful but then left Britain after nearly 400 years</p> <p>Describe the main ways in which the Romans still impact on our lives today, 2000 years later</p>	<p>The Saxons were warriors and took power where the Romans had left, creating their kingdom in England.</p> <p>The Anglo-Saxons settled in the eastern parts of Britain, in what is today Kent, Sussex, Essex, and East Anglia. Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They arrived as many different tribes and each took over different parts of Britain. There were five key kingdoms.</p> <p>They brought tools, weapons and farm animals with them and built new villages.</p> <p>Most Anglo-Saxons were Ceorls. These were the common people or peasants. Ceorls were usually poor and lived in small huts. They worked on the land or had a trade, like weaving, metalworking or carpentry. Ceorls had to fight for their thane. In return, the thanes gave them protection from invaders. Slaves were at the very bottom of Anglo-Saxon society. Many slaves were badly treated and forced to work for a thane their whole life. Slaves would wear cheap, dull clothes made from wool. At the end of their working day, a slave would sleep in the cowshed or barn.</p> <p>When the Anglo-Saxons arrived in Britain, they were Pagans worshipping a number of different gods. Pope Gregory the Great of Rome wanted to</p>	<p>monasteries which is why the monks criticised them so much.</p> <p>For many years They fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period.</p> <p>They were highly skilled shipbuilders, taking them vast distances across dangerous seas.</p> <p>They did not worship a single god but made offerings to a large number such as Odin (Wednesday named after him) Thor (Thursday) and Freya (Friday).</p>
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<p>Democracy, philosophy, medicine and geometry are just a few of the many Greek inventions that have formed the world we live in.</p>		<p>convert the Saxons to Christianity. In AD595 Pope Gregory sent a mission to Britain led by St Augustine to convert the Anglo-Saxons to Christianity.</p> <p>Augustine arrived in Kent and firstly converted the king there called Ethelbert. More and more Anglo-Saxon kings and their people became Christians too. This is because they realised that by converting to one God, they could unite their people.</p>	
<p>Year 6 - Mayans</p>	<p>Year 6 – Newbury and World War 2</p>		
<p>The Maya first developed their civilisation in around 2000 BC (the Pre-classic period). The period from 250 AD to c900 AD is called the <i>Classic</i> period. In around 1600 AD (the <i>postclassic period</i>) the Maya were conquered and destroyed by the Spanish invaders.</p> <p>The ancient Maya developed one of the most advanced civilizations in the Americas. They developed a written language of hieroglyphs and invented the mathematical concept of zero. With their expertise in astronomy and mathematics, the Maya developed a complex and accurate calendar system.</p> <p>Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court. Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland. Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families</p>	<p>Causes of World War Two including the Treaty of Versailles, and the roles of key countries.</p> <p>Understanding of how daily life in Britain, especially in Newbury, was affected by WW2.</p> <p>Specific impacts and contributions of Newbury, Berkshire during World War Two.</p> <p>Insight into the diverse experiences of children during WW2, including the role of evacuation.</p> <p>Understanding of how propaganda was used to influence public opinion and morale during WW2 – including the impact on women’s roles</p> <p>Awareness of the broader impacts of World War Two and its significance in world history and local remembrance.</p>		

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<p>could learn maths, science, writing and astronomy.</p> <p>Chichén Itzá was a sacred city of pyramids and temples. The Mayans designed their temples in Chichén Itzá to be used as calendars and for rituals. They were made to track celestial events.</p> <p>The Maya believed in many gods, each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. The Maya worshipped family members who had died and Maya households buried their dead underneath the floors so they could protect the living.</p>			
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Disciplinary Knowledge

Theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Sequence events in their life and describe memories and changes that have taken place in their own lives.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts or photos from closer together in time</p> <p>Order dates from earliest to latest on a simple timeline</p> <p>Place the events and people they are studying on a timeline</p> <p>Use historic terms: century, newest,</p>	<p>Use timelines to place and events in order from the period studied.</p> <p>Sequence several events or artefacts.</p> <p>Understand timeline can be divided into BC and AD</p> <p>Use words and phrases: century, decade, after, before.</p>	<p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Name and place dates of significant events from the past on a timeline</p> <p>Understand that periods in history overlap eg Romans, Greeks and Egyptians and Iron Age (in Britain).</p>	<p>Use timelines to place and sequence local, national and international events with increasing confidence.</p> <p>Use vocabulary: century, BC, BCE, AD, to describe historical events.</p> <p>Understand how the terms 16th century, 21st century etc. relate to dates.</p>	<p>Confidently and fluently use appropriate historical vocabulary to explain how timelines work to sequence a range of world-wide events and, cultural movements and developments in technology, religion and society.</p> <p>Name dates from significant events</p>

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		Use historic terms: old, new, past, present, future.	oldest, modern to show the passing of time.			Understand how periods in history occur concurrently.	studied in the past and place on a timeline. Be able to explain links within periods studied and between periods studied.
Historical Terms	History, past, ago, now, present, yesterday, before, after	History, past, ago, now, present, yesterday, before, after, last week, months, years, when I was younger, when my parents/carers were younger, a long time ago, a very long time ago, before I was born, recently, change, discover/discovery, explore/explorer/ exploration, settlement, evidence, explain, source, predict, famous, celebrate, sequence, chronological, research, timeline, historical, artefact, similarity, difference, eye-witness account.		century, decade, before Christ, after, AD, BC, before, during, ancient, bronze age, iron age, stone age, period, democracy, diversity, global, hunter-gatherer, interpretation, local, myths and legends, nomad, oral history, prehistory, primary evidence, sacrifice, significance, consequence, enquiry, chronology, invasion, civilisation, empire, settlement, archaeologists, democracy, historian, succession.		Era, period, century, decade, AD and BC, empire, ancient, causation, diversity, immigrant, interpretation, monarchy, nation, oral history, primary sources, primary evidence, secondary evidence, settler, significance, traitor, justice, propaganda, society, advancements, interpretation, viewpoint, comparison, hypothesis, influence, continuity, advancement.	
Historical Enquiry and Interpretation	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers	Use evidence as the basis for asking simple questions about the past Observe or handle evidence to find answers to simple questions about the past. Start to use stories to encourage children to distinguish between fact and fiction Compare 2 versions of a past event.	Use stories of account to distinguish between fact and fiction Compare pictures and photographs of people or events in the past and also ancient and modern maps of local area. Discuss the reliability of different types of evidence.	Use a range of sources to find out about the past: visits, internet, printed material, photos, music, artefact Ask questions about the past: why, how, when and start to undertake their own research in order to help answer them Look at more than two versions of the same event or story	Use a range of sources to find out about the past, and understand the difference between primary and secondary sources. Ask questions and select relevant source material to enable them to be answered. Organise the information in order to answer questions about the past.	Understand and explain the differences between using primary and secondary sources. Continue to use a wide range of different evidence to collect evidence about the past that also include portraits, statues, sculptures, historic sites. Ask a range of questions about the past.	Recognise when they are using primary and secondary sources of information to investigate the past. Investigate their own lines of enquiry by posing historically valid questions to answer. Evaluate the usefulness and accurateness of different sources of evidence.

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	<p>Record, using marks they can interpret and explain</p>			<p>in history and identify differences</p> <p>Start to explain why some accounts may be different.</p>	<p>Undertake own research with increasing confidence. Investigate different accounts of historical events. Be able to explain some of the reasons why the accounts may be different.</p>	<p>Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.</p> <p>Look at different versions of the same events and identify differences in the accounts</p> <p>Offer some clear reasons for different interpretation of events, linking this to factual understanding of the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Start to evaluate the usefulness of sources.</p>	<p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinions about historical events from a range of sources and give detailed and informed responses. Understand that the past has been represented in different ways.</p> <p>Understand how primary and secondary evidence impacts on reliability.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
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<p>Similarity, Difference, Continuity and Change, Cause and Consequence</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Look closely at similarities, differences, patterns and change</p>	<p>Recognise and identify events that are past and present in their own and other people’s lives.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Know and recount some episodes or people from stories about the past.</p> <p>Question why things happen and give explanations</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times and contrast the past and the present.</p> <p>Use evidence to ask and answer more complex questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Know and recount some episodes from stories and significant events in history.</p> <p>Recognise why people in the past did the things that they did.</p>	<p>Find out about the everyday lives of people in the periods studied compared with our lives today.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects.</p> <p>Recognise why people in the past did the things that they did and understand what happened as a result.</p>	<p>Describe features, including differences and similarities, of past societies.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Give reasons why changes in people’s ways of life may have occurred during a time period.</p> <p>Describe how some past events/people affect life today.</p> <p>Identify and give reasons for historical events, situations and changes.</p>	<p>Describe key features of periods studied and note changes and trends.</p> <p>Examine causes and results of great events and changes in the periods studied and consider the impact on people. Identify changes and links within and across the time periods studied</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Identify and give reasons for historical events, situations and changes.</p>	<p>Describe key features of past societies and periods studied with confidence, noting differences, similarities, connections and trends over a long period.</p> <p>Identify how aspects of the past may have changed during a time period.</p> <p>Show identified changes on a timeline.</p> <p>Describe how some changes affect life today.</p> <p>Compare aspects of life today with its counterpoint in the past.</p> <p>Give reasons for changes and describe their impact</p>
<p>Historical Significance</p>	<p>Recognise and describe special</p>	<p>Talk about who was important in a</p>	<p>Know why people are remembered – their significance.</p>	<p>Identify historically significant people</p>	<p>Identify historically significant people</p>	<p>Show a good understanding of significant aspects of</p>	<p>Demonstrate a good understanding of the significant aspects of</p>

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	times or events for family or friends	simple historical account.		and events in situations.	and events in situations.	history previously taught.	history previously taught.
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