

## 2025/2026 HISTORY KNOWLEDGE PROGRESSION

*Scheme taken from Model 2 for KS1 and elements of KS2 (adapted to avoid gaps for Y5 & 6)*

	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	Thematic Beyond Face Value
1. Understanding characteristic -ideas, beliefs, attitudes, diversity	✓✓			✓	✓✓	✓✓		✓✓	✓✓✓ Belief in Afterlife			✓	✓✓ Stereotypical view of vikings	✓✓	
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?		✓✓✓ Key turning points
4. Identify and describe reasons for, and results	✓✓			✓✓ ✓	✓	✓✓		✓✓ Building of		✓	✓✓✓ Reasons for	✓✓ Push or Pull:			

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of, events, situations and changes								Stonehenge				Claudius' invasion	Why did they settle?			
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?	✓✓✓ Raiders 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	✓✓ 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?		✓✓✓ propaganda
8. Create own structured accounts, including written narratives									Instructions  Recount of process of mummification.			Explanations of reasons for Claudius' actions/ expansion		Report		

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and analyses.											of Roman Empire				
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### Key Substantive Knowledge

Concept	Year 1	Year 2	Year 3 - Egyptians	Year 3 – Stone Age to Iron Age
<p><b>Exploration and Discovery</b></p>	<p><b>Bonfire Night</b> The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament.</p> <p>The plotters were all Catholic. They thought that King James I was being unfair to Catholics because he was a Protestant. They did not want him to be the king any more.</p> <p>The plot failed. Guy Fawkes was found with gunpowder in the cellar at the Houses of Parliament.</p> <p>The failure of the Gun Powder plot is remembered every year on the 5<sup>th</sup> November.</p>	<p><b>Florence Nightingale</b></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> <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><b>Great Fire of London</b></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>		

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		<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>		
<b>Worship and Belief</b>			<p>The ancient Egyptians mummified their dead because they believed that the physical body would be important in the next life.</p> <p>Mummification involved the process of embalming or preserving, a body after a person has died.</p>	<p>People in Iron Age Britain believed in <b>powerful spirits</b>. They met to worship the spirits in sacred places, like the shores of a lake or a clearing in a wood.</p> <p>Priests known as <b>druids</b> led religious ceremonies. They sacrificed animals and sometimes humans too! The druids gave precious offerings, such as swords and cups, to the spirits. They buried the offerings in the ground or threw them into rivers, lakes and bogs.</p>
<b>Civilisation</b>			<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>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. Over time people went from communal burial to individual burial, cremation and belief in life after death.</p>

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			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.	
	<b>Year 4 - Romans</b>		<b>Year 4 &amp; 5 – Vikings and Anglo Saxons</b>	<b>Year 5&amp; 6 - Mayans</b>
<b>Exploration and Discovery</b>				
<b>Invasion</b>	<p>In AD 43, the Roman emperor Claudius invaded Britain, and over 45 years the Roman army gradually extended its control over much of present-day England and Wales and ventured into territory now in Scotland.</p> <p>Boudicca was a warrior queen of the Iceni people, who lived in what is now East Anglia, England. In 60–61 CE she led the Iceni and other peoples in a revolt against Roman rule.</p>		<p>The Vikings raided and traded across wide areas of Europe. The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. These invaders travelled to a place and raided it for valuables to steal and items to trade before returning home. In addition, they wanted land that they could take and claim as their own</p> <p>In <b>AD793</b> some Vikings attacked and destroyed the monastery of <b>Lindisfarne</b>, killing the monks and taking precious ornaments.</p>	
<b>Civilisation</b>	<p>They brought urban life, roads, permanent military garrisons, centralised government, taxation, their language – Latin – and later Christianity to all the lands they conquered.</p> <p>Roads provided efficient means for the overland movement of armies, officials,</p>		<p>One of the most famous Anglo-Saxon kings was Alfred, one of the only kings in British history to be called 'Great'. His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'.</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</p>

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	civilians, inland carriage of official communications, and trade goods.		In AD801 - 900, King Alfred of Wessex stopped the Vikings taking over England. He agreed to peace with them and some Vikings settled in their own area of eastern England, called the Danelaw.	<p>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 <b>hundreds of cities, commoners, a middle class, nobles and the king and his royal court</b>. 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 could learn maths, science, writing and astronomy.</p>
<b>Democracy</b>	<p>The Roman Republic was a political system run by a public representation of the Roman people.</p> <p>It was a political system run through a representative democracy, with the top magistrates being the two consuls, who had enormous administrative, legislative, judicial, military, and religious authority.</p>			
<b>Worship and Belief</b>	Gods and goddesses were integral parts of life in the Roman state. The people of		The Vikings worshipped powerful gods and believed that bravery when alive	Chichén Itzá was a sacred city of pyramids and temples. The Mayans

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	Rome built temples to their gods and observed rituals and festivals to honour and celebrate them.		promised them a better life after they died. They were very superstitious people. They believed that they shared their world with a whole range of gods and mystical creatures. The best known of the Viking gods are Odin, Thor, and Freya.	designed their temples in Chichén Itzá to be used as calendars and for rituals. They were made to track celestial events.  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.
	<b>Year 5 – The Tudors (Themed Study)</b>	<b>Year 6 – Newbury and World War 2</b>		
<b>Exploration and Discovery</b>	The Tudor period was a great time of exploration and lots of sailors took to the seas to discover new lands and find out more about the world.  Complete in depth study of Cabot and his explorations.			
<b>Invasion</b>		On 1 September, Hitler invaded Poland. On 3 September 1939, Chamberlain declared war on Germany.  Britain started a programme to build new warships and spent money informing people about rationing, blackouts and gas masks. The government organised a Ministry of Supply to ensure overseas supplies continued and met with trade unions to ensure they agreed on wartime working regulations and wages.		

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		<p>The Blitz, (September 7, 1940–May 11, 1941), intense bombing campaign undertaken by Nazi Germany against the United Kingdom during World War II.</p> <p>For eight months the Luftwaffe dropped bombs on London and other strategic cities across Britain.</p> <p>Local air raid wardens helped to protect people from these raids. Barrage balloons, air raid shelters and anti-aircraft guns were other ways that cities and people were protected.</p> <p>Newbury was bombed 3 times during World War 2. In 1943, 15 people were killed during a daylight raid.</p> <p><b>English Civil War</b></p> <p>The English Civil War began in 1642 and arose from tensions between Charles 1 (Cavaliers) and Parliament (Roundheads) about religion and his use of power and economic policies.</p> <p>The Battle of Newbury was fought on the 20<sup>th</sup> September 1643.</p> <p>6,000 soldiers were killed. Amongst them was Viscount Falkland. He has a big memorial at Wash Common.</p> <p>The second Battle of Newbury was fought on 27 October 1644.</p>		
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		<p>Oliver Cromwell was a key figure in the English Civil War, serving as Lord Protector of the Commonwealth of England, Scotland, and Ireland.</p> <p>The Civil War resulted in the establishment of a Commonwealth of England under Oliver Cromwell, the exile of the royal family and the establishment of Britain's first standing national army.</p> <p>King Charles I was tried and executed for treason in 1649</p>		
<b>Civilisation</b>	<p>There was no police force in Tudor times. Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed Parish Constables who would be responsible for keeping the peace and catching criminals.</p> <p>The laws were strict and most crimes were punished severely. Whipping, stocks, branding and death were all forms of punishment.</p>			
<b>Democracy</b>				
<b>Worship and Belief</b>				

### Disciplinary Knowledge

Theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Chronology</b></p>	<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>Use historic terms: old, new, past, present, future.</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, oldest, modern to show the passing of time.</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 16<sup>th</sup> century, 21<sup>st</sup> century etc. relate to dates.</p> <p>Understand how periods in history occur concurrently.</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 studied in the past and place on a timeline.</p> <p>Be able to explain links within periods studied and between periods studied.</p>
<p><b>Historical Terms</b></p>	<p>History, past, ago, now, present, yesterday, before, after</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>			

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<p><b>Historical Enquiry and Interpretation</b></p>	<p>Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers</p> <p>Record, using marks they can interpret and explain</p>	<p>Use evidence as the basis for asking simple questions about the past</p> <p>Observe or handle evidence to find answers to simple questions about the past.</p> <p>Start to use stories to encourage children to distinguish between fact and fiction</p> <p>Compare 2 versions of a past event.</p>	<p>Use stories of account to distinguish between fact and fiction</p> <p>Compare pictures and photographs of people or events in the past and also ancient and modern maps of local area.</p> <p>Discuss the reliability of different types of evidence.</p>	<p>Use a range of sources to find out about the past: visits, internet, printed material, photos, music, artefact</p> <p>Ask questions about the past: why, how, when and start to undertake their own research in order to help answer them</p> <p>Look at more than two versions of the same event or story in history and identify differences</p> <p>Start to explain why some accounts may be different.</p>	<p>Use a range of sources to find out about the past, and understand the difference between primary and secondary sources.</p> <p>Ask questions and select relevant source material to enable them to be answered.</p> <p>Organise the information in order to answer questions about the past.</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>Understand and explain the differences between using primary and secondary sources.</p> <p>Continue to use a wide range of different evidence to collect evidence about the past that also include portraits, statues, sculptures, historic sites.</p> <p>Ask a range of questions about the past.</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</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</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</p>
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						<p>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>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>
<p><b>Similarity, Difference, Continuity and Change, Cause and Consequence</b></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>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</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>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 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>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>

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		<p>Question why things happen and give explanations</p>	<p>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>Recognise why people in the past did the things that they did and understand what happened as a result.</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>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>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><b>Historical Significance</b></p>	<p>Recognise and describe special times or events for family or friends</p>	<p>Talk about who was important in a simple historical account.</p>	<p>Know why people are remembered – their significance.</p>	<p>Identify historically significant people and events in situations.</p>	<p>Identify historically significant people and events in situations.</p>	<p>Show a good understanding of significant aspects of history previously taught.</p>	<p>Demonstrate a good understanding of the significant aspects of history previously taught.</p>