

## HISTORY – Curriculum knowledge progression overview

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparison	Compare and contrast	□ Looking at changes in their lifetime and before they were born.	□ Looking at similarities & differences between their lives and parents/grandparents and the past.	□ Identifying similarities and differences helps us to make comparisons between life now and in the past. <b>Memory Box</b>	□ A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	□ Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. <b>Tribal Tales</b>	□ Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The characteristics take can be similar or contrasting across different civilisations.	□ Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. <b>Off with her head Pharaohs</b>	□ Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. <b>A child's war Revolution</b>
Humankind	Everyday life	□ Children talk about their local area and people in it.	□ Talk about everyday life, focusing on jobs, buildings and the local area.	□ Aspects of everyday life include houses, jobs, objects, transport and entertainment. <b>Memory Box</b>	□ Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. <b>Street Detectives</b>	□ Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became	□ The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.  □ Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in	□ Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlements; opportunities for trade and the destruction of previous belief systems and ways of life.	□ War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. <b>A child's war</b>

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					more efficient and religion was an important part of life. <b>Tribal Tales</b>	everyday life. <b>1066</b> <b>I am warrior</b>		
					<input type="checkbox"/> Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. <b>Tremors</b>			
Hierarchy and power	<input type="checkbox"/> Children are aware of kings and queens.	<input type="checkbox"/> Children can talk about the king or queen of this country.	<input type="checkbox"/> A monarch is a king or queen who rules a country.	<input type="checkbox"/> Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	<input type="checkbox"/> Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. <b>Tribal tales</b>	<input type="checkbox"/> Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. <input type="checkbox"/> The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	<input type="checkbox"/> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. <b>A child's war Revolution</b>	
Civilisations	<input type="checkbox"/> Children are aware that life has changed over time.	<input type="checkbox"/> Children talk about how life has changed in their lifetime and in history, e.g. through buildings, jobs and everyday life.			<input type="checkbox"/> The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the	<input type="checkbox"/> The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of	<input type="checkbox"/> Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to	<input type="checkbox"/> The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems,

		<p>materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>□ The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>□ Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p><b>Gods and mortals</b> <b>Tribal tales</b></p>	<p>Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p>□ The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>□ The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p>	<p>find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>□ The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>□ The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p>	<p>calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>□ Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>□ A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or</p>
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							<ul style="list-style-type: none"> <li>□ The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</li> <li>1066</li> <li>Traders and raiders</li> <li>I am warrior</li> </ul>	<ul style="list-style-type: none"> <li>□ The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</li> <li>Peasants, Princes and Pestilence</li> <li>Pharaohs</li> </ul>	celebrates the highest attainments of humans. A child's war Revolution
Change	Changes over time	<ul style="list-style-type: none"> <li>□ Children can talk about changes within their lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>□ Children talk about changes in their lifetime and begin to be aware of changes within their living memory.</li> </ul>	<ul style="list-style-type: none"> <li>□ Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</li> </ul>	<ul style="list-style-type: none"> <li>□ Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</li> <li>Street Detectives</li> </ul>	<ul style="list-style-type: none"> <li>□ Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</li> <li>Gods and mortals</li> </ul>	<ul style="list-style-type: none"> <li>□ Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</li> <li>1066</li> <li>Traders and raiders</li> <li>I am warrior</li> </ul>	<ul style="list-style-type: none"> <li>□ Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</li> <li>Off with her head</li> </ul>	<ul style="list-style-type: none"> <li>□ The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</li> <li>Revolution</li> </ul>
	British history	<ul style="list-style-type: none"> <li>□ Children can talk about some significant,</li> </ul>	<ul style="list-style-type: none"> <li>□ Children are aware of some significant, historical events.</li> </ul>	<ul style="list-style-type: none"> <li>□ Significant historical events include those that</li> </ul>	<ul style="list-style-type: none"> <li>□ Important individual achievements include great</li> </ul>	<ul style="list-style-type: none"> <li>□ Significant events or people in the past have caused great change over time.</li> </ul>	<ul style="list-style-type: none"> <li>□ Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and</li> </ul>	<ul style="list-style-type: none"> <li>□ Key aspects of British history include the rise, fall and actions of the monarchy;</li> </ul>	<ul style="list-style-type: none"> <li>□ Significant people, events, discoveries or inventions can</li> </ul>

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		historical events in their lifetime.	cause great change for large numbers of people.	discoveries and actions that have helped many people.	They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.	improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <b>Off with her head Peasants, Princes and Pestilence</b>	affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. <b>A child's war Revolution</b>
						<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <b>Traders and Raiders</b>		
Chronology	<p>Children are beginning to use past and present tense when talking.</p>	<p>Children use the correct tense (past and present) and begin to use some sequencing words.</p>	<p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <b>Memory Box</b>	<p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p>	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.</p> <b>Tribal Tales</b>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <b>1066 Traders and Raiders I am warrior</b>	<p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</p> <b>Peasants, Princes and Pestilence Pharaohs</b>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <b>A child's war</b>

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Significance	Significant events	<p>□ Children can talk about some significant, historical events in their lifetime.</p>	<p>□ Children are aware of some significant, historical events.</p>	<p>□ Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p>□ Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p>	<p>□ The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. <b>Gods and mortals</b> <b>Tribal tales</b></p>	<p>□ Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. <b>1066</b></p>	<p>□ Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. <b>Off with her head</b> <b>Pharaohs</b> <b>Peasants, Princes and Pestilence</b></p>	<p>□ Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. <b>A child's war</b></p>
	Significant people	<p>□ Children can talk about people who are important to them.</p>	<p>□ Children can talk about people who are important to them, such as family members, and begin to talk about people who made big changes in their lifetime.</p>	<p>□ A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <b>Dinosaur Planet</b> <b>Superheroes</b></p>	<p>□ Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>	<p>□ Historically valid questions relate to aspects such as time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p>	<p>□ A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. <b>1066</b> <b>Traders and raiders</b> <b>I am warrior</b></p>	<p>□ Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <b>Off with her head</b> <b>Peasants, Prince and Pestilence</b></p>	<p>□ Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. <b>Revolution</b></p>

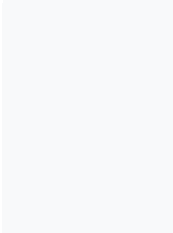
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Creativity	<p>□ Report and conclude</p>	<p>□ Stories, pictures and role play are used to help people learn about the past.</p>	<p>□ Stories, pictures and role play are used to help people learn about the past.</p>	<p>□ Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>	<p>□ Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>	<p>□ Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation</p> <p>□ Gods and mortals</p> <p>□ Tribal tales</p>	<p>□ Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>□ 1066</p> <p>□ Traders and raiders</p> <p>□ I am warrior</p>	<p>□ Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>□ Peasants, Prince and Pestilence</p> <p>□ Pharaohs</p>	<p>□ Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>□ A child's war</p> <p>□ Revolution</p>
	Communication	<p>□ Children begin to use common time words and phrases</p>	<p>□ Children use words such as first, next, after that, then, finally, at the weekend, yesterday,</p>	<p>□ Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p>	<p>□ A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p>	<p>□ Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p>	<p>□ Historical terms include abstract nouns, such as invasion and monarchy.</p> <p>□ 1066</p> <p>□ Traders and raiders</p> <p>□ I am warrior</p>	<p>□ Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>□ Peasants, princes and pestilence</p> <p>□ Off with her head</p>	<p>□ Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>□ Revolution</p>
Place	Local history	<p>□ Children are beginning to be aware of changes at their school.</p>	<p>□ Children are beginning to be aware of important events in school history.</p>	<p>□ Important events in the school's history could include the opening of the school, the</p>	<p>□ Commemorative buildings, monuments, newspapers and photographs tell us about</p>	<p>□ National and international historical events, such as wars, invasions, disease, the invention of new</p>	<p>□ A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement;</p>	<p>□ Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names</p>	<p>□ Sources of information for a study of a local town or city include primary sources, such as letters,</p>

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				arrival of new teachers, special visitors and significant changes to buildings.	significant people, events and places in our local community's history. <b>Street Detectives</b>	technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Materials	Artefacts and sources	<ul style="list-style-type: none"> <li>□ Historical artefacts are used in role play.</li> </ul>	<ul style="list-style-type: none"> <li>□ Children use artefacts and objects in their role play and talk about how they may have been made and used.</li> </ul>	<ul style="list-style-type: none"> <li>□ Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</li> </ul>	<ul style="list-style-type: none"> <li>□ Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</li> </ul>	<ul style="list-style-type: none"> <li>□ Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</li> </ul>	<ul style="list-style-type: none"> <li>□ Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</li> </ul>	<ul style="list-style-type: none"> <li>□ Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</li> <li>□ Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</li> </ul>	<ul style="list-style-type: none"> <li>□ Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</li> <li>□ Different types of bias include political, cultural or racial. <b>Revolution</b></li> </ul>





not experience or participate in the event. A secondary source interprets and analyses a primary source.

Gods and mortals

Tribal tales