

# History Knowledge and Skills Progression: Year 1 to Year 6

Year 1	Autumn Gunpowder Plot	Spring Toys Past and Present	Summer Castles
<b>Prior learning</b>	EYFS - Seasons and Celebrations	EYFS - Dinosaurs and Space.	EYFS- All about Me
<b>Leading to</b>	Y2 – Great Fire of London	Y2 – Seaside holidays in the past	Y2 - Significant Women
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can use simple texts and images to find out about the past.</li> <li>I can use my knowledge of the past to guess how people at the time might have felt.</li> </ul>	<ul style="list-style-type: none"> <li>I know that some objects were different in the past to how they are today.</li> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can compare old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>I know that King James was king during the time of the gunpowder plot.</li> <li>I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant.</li> <li>I understand the reasons behind the gunpowder plot.</li> <li>I can name some monarchs, including King James I and Elizabeth I.</li> <li>I can explain why events in the past are still significant today</li> </ul>	I know that the toys my parents and grandparents played with are different to the toys I play with today.	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>
<b>Chronological understanding</b>	I can order simple events chronologically.	I can order decades chronologically.	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> </ul> <p>I can organise events into a simple timeline</p>
<b>Vocabulary</b>	Guy Fawkes, Houses of Parliament, The Gunpowder Plot, order of events, plan, Thomas Percy, November, Catholic, Protestant, plot, gunpowder, Robert Catesby, King James I, government, ordered, bonfires,	Toys, games, play, photograph, camera, capture, brightness, colour, effects, self-portrait, Past present, future, evidence, electronics, manual, old, new, sequence, chronology, animation, animate, peg doll, musical, material	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Monarchy</li> <li>Normans</li> </ul>

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Year 2	Autumn Significant Women	Spring London's Burning	Summer Seaside Holidays in the Past
<b>Prior learning</b>	Y1 - Significant people in History – Guy Fawkes, Victorian medicine, historical artefacts	Building on Y1 Gunpowder plot lesson about the history of London. Y1 Sequencing toys of different time periods.	Y1 – Toys in the past and present Victorian era
<b>Leading to</b>	Year 3 Stone- Iron Age history. Victorian era- Howard Carter in Ancient Egyptians.	Y3 Historical impact on an area- Iron age. Y4 – Anglo huts, Local study – changes in house structure	Y3 – Stone age tools now and then Y4 - Anglo Saxons
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can use a photograph to infer facts about a person and time period.</li> <li>I can use quotes from historical figures to learn about people and events in the past.</li> </ul>	Children should have a detailed idea about the events of The Great Fire of London and why what impact this event had on our lives today. The children should link this to the plague and explain how we know about these events from so long ago linking to Samuel Pepys.	I can use a range of photographs to infer information about the past.
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>I know that rich women in Victorian times did not usually have jobs.</li> <li>I know that men and women had very different roles in Victorian times.</li> <li>I know that medical care was very different in Victorian times to today.</li> <li>I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>I can explain why Florence Nightingale is still remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>Writes simple stories and recounts about the past.</li> <li>Pupils can some gather information for a source. For example: books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet)</li> <li>Use information to add description about what it is like to live in the past.</li> <li>Recounts main events from a significant in history</li> <li>Uses information to describe differences between then and now</li> <li>Recount changes in their own lives over time.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why changes in society, particularly the steam train, made seaside holidays popular.</li> <li>I know that the lives of rich and poor people were very different in the past.</li> <li>I know that changes in society led to seaside holidays becoming very popular in Victorian times.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I know when the Victorian era was.</li> <li>I can explain the life and achievements of Florence Nightingale in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer in time relating to their own lives and time period</li> <li>To explain how their lives differ from other time periods</li> </ul>	<ul style="list-style-type: none"> <li>I can order photos from three different eras chronologically.</li> <li>I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</li> </ul>
<b>Vocabulary</b>	Nursing, war, sick, Victorian, soldiers, wounds, Britain, prejudice, battle, hospital, Turkey, Jamaica, Red Cross, Lady of the lamp,	Source, diary entry, accounts, consumed, calamitous, lamenting, infinite, Samuel Pepys, John Evelyn. building materials, 17 <sup>th</sup> century, damage, sources, memorial	<ul style="list-style-type: none"> <li>Steam train, Tradition , Bathing machine, Promenade, Modern, Old-fashioned</li> </ul>

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Year 3	Autumn Stone Age – Iron Age	Spring Roman Rule	Summer Ancient Egyptians
<b>Prior learning</b>	Y1/2 Victorian era	Stone Age	Romans Rule
<b>Leading to</b>	Y3 Romans and Y5 Ancient Greece	Y4 - Anglo – Saxons and Ancient Greece Y5 - Vikings Y6- British impact on Benin	Y4 Mayan Civilisations in Year 4 Y6 Benin Kingdom
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical events.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore artefacts found in Tutankhamen’s tomb to infer understanding about ancient Egypt.</li> <li>I can make suggestions about what unfamiliar artefacts might have been used for.</li> <li>I can explain the significance of the discovery of the Rosetta stone.</li> <li>I can generate questions I want to find the answers to about life in ancient Egypt.</li> <li>I can choose an area I wish to research, and use a variety of sources to carry out my research.</li> </ul>
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>I know what the term ‘prehistory’ means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca’s revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the features of daily life in ancient Egypt.</li> <li>I can explain the events surrounding the discovery of Tutankhamen’s tomb.</li> <li>I can describe ancient Egyptian beliefs in the afterlife.</li> <li>I explain the process of mummification.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the difference between ancient and</li> </ul>

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	<p>Age on a timeline.</p> <ul style="list-style-type: none"> <li>• I know that prehistory spans millions of years.</li> </ul>	<p>timeline, drawing on my knowledge of the past.</p> <ul style="list-style-type: none"> <li>• I can place the Romans on a timeline.</li> <li>• I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<p>modern periods.</p> <ul style="list-style-type: none"> <li>• I know when the ancient Egyptian civilisation was.</li> <li>• I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Evolution, prehistoric, Neanderthal, homosapien, Heidelbergensis, sequence, Before Christ (BC), Anno Domini, Neolithic, Stone Age, Bronze age, Iron Age, cave paintings, inventions, settlements, farming, Skara Brae, secondary source, primary source, archaeology. Fossil</p>	<p>Sequence, events, BC, AD, invasion, emigration, settlement, invade, refugee, immigration, employment, Italy, Europe, Roman, emperor, Roman Baths, Relevant, invaders, catapult, shield, armour, sandals, tunic, gladius, spatha, spear, pugio, Anglo Saxon</p>	<p>Egypt, Egyptians, Ancient, social hierarchy, pharaoh, nobles, craftsman, slaves, chronological, date, era, period, River Nile, drought, flood, mummification, embalmed, process, afterlife, pyramid, tomb, chamber, hieroglyphics, sarcophagus, canopic jar, wealthy, Howard Carter</p>

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Year 4	Autumn Anglo-Saxons Picts and Scots	Spring Mexican Mayans	Summer Local History Study
<b>Prior learning</b>	Y3 – Romans Rule	Y3 – Ancient Egyptians	KS1- Victorian era, GfOL, KS2- Roman life in Britain, Anglo – Saxons
<b>Leading to</b>	Y5 Vikings and Y5 Ancient Greece	Y6- British impact on Benin Culture	Y6 – Crime and Punishment
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate multiple questions to explore, choosing the ones I most want to investigate.</li> <li>I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</li> <li>I understand the importance of preserving historical documents and artefacts.</li> <li>I know that knowledge about the past is constantly improving as historians make more discoveries.</li> <li>I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</li> </ul>	<ul style="list-style-type: none"> <li>The children will be able to articulate the difference in democracy and dictatorship and refer to the changing political beliefs of the UK.</li> <li>They will be able to refer to monarchs using era specific terminology and give details about the reign of that monarch</li> <li></li> </ul>
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>I can write my name using the Ogham</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the Mayan ruins were discovered.</li> <li>I know that the Mayans were organised into city states that were controlled by absolute monarchs.</li> <li>I can explain the roles and status of different types of people in Mayan society.</li> <li>I can describe Mayan religious beliefs,</li> </ul>	<ul style="list-style-type: none"> <li>Uses dates and terms correctly.</li> <li>Discusses most appropriate way to present information, realising that it is for an audience.</li> <li>Uses subject specific words such as monarch, settlement, and invader.</li> <li>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> </ul>

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	<p>alphabet.</p> <ul style="list-style-type: none"> <li>I can explain how Christianity came to Britain</li> </ul>	<p>including the need for blood sacrifices.</p> <ul style="list-style-type: none"> <li>I can describe the Mayan number and writing systems, and the Mayan calendar.</li> </ul>	<ul style="list-style-type: none"> <li>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period</li> <li>.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can place the Anglo-Saxons on a timeline.</li> <li>I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Mayan civilisation was.</li> <li>I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.</li> </ul>	<ul style="list-style-type: none"> <li>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> <li>.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Anglo-Saxon, Alfred the Great, Edward the Confessor, Athelstan, Mercia, Northumbria, runes, St. Bede, Sutton Hoo, Wessex, Sussex, Essex, aboard, afoul, withdraw, withhold, Kent, Bayeux tapestry, bronze, Kent, East Anglia, lyre, empire. Invasion,</li> </ul>	<p>Continent, South America, North America, Longitude, Latitude, , , Fairtrade, Mayans, Ancient, , Mayan Gods, Deity, Creation, Popol Vuh, Itzamna, Kukulcan, Bolon Tzacab, Chaac, , Mystery, Mythology, BC – before Christ, AD – Anno Domini, Sacrifice, Priest, Sharman, Belief,</p>	<p>Edward Buxton, Alfred Hitchcock, 18<sup>th</sup> Century, 19<sup>th</sup> Century, Leytonstone, Leyton, London, Greater London, E11, terrace houses, Leytonstonia, protest, conservation, Londinium,</p>

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Year 5	Autumn Vikings vs Anglo -Saxons	Spring China and Shang Dynasty	Summer Ancient Greece
<b>Prior learning</b>	Y3 – Romans Rule Y4 – Anglo – Saxons	Y3 – Ancient Egyptians Y4 – Mayan civilisation	Y3 – Iron age
<b>Leading to</b>	Y6 – Crime and Punishment	Y6- British impact on Benin	Y6 – Benin Kingdom
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>I know that some historical sources are written thousands of years after the event and are thus unreliable.</li> <li>I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</li> <li>I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</li> <li>I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability</li> </ul>	<ul style="list-style-type: none"> <li>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>I can identify the difference between primary and secondary sources of information.</li> <li>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths</li> </ul>
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>I can describe the reasons and events surrounding the Viking invasions.</li> <li>I can describe what the Danelaw was.</li> <li>I know who King Alfred was and why he was dubbed ‘the Great’.</li> <li>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>I have an increasing understanding of the struggle for power and how this changed</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind.</li> <li>I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son.</li> <li>I can explain what oracle bones were used for and why they are a useful historical source.</li> <li>I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty.</li> <li>I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>I know that ancient Greece was made up of independent city states.</li> <li>I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>I can compare and contrast the city states of Athens and Sparta.</li> <li>I can name some of the major ancient Greek gods and explain each one’s characteristics.</li> </ul>

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	<p>England.</p> <ul style="list-style-type: none"> <li>I can explain how England became a unified country</li> </ul>		<ul style="list-style-type: none"> <li>I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> <li>I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can describe what Britain was like before the arrival of the Vikings.</li> <li>I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the Shang Dynasty on a timeline of ancient China.</li> <li>I know that the Shang Dynasty was in power during the Bronze Age of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can arrange key civilisations in world history chronologically.</li> <li>I can name the periods in the ancient Greek civilisation and order them on a timeline.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Danegeld, Tax, Raid, Viking, Anglo-Saxons, King Edward, Harold, Westminster Abbey, Evidence, Primary &amp; Secondary Sources, Artefacts, Lindisfarne, Invade, Settle, Invasions, Settle, Evidence</li> </ul>	<p>Gobi Desert, Shang Di, Shang Dynasty, civilisation, Hierarchy, Oracle bone, Inscription, priest, artefact, evidence, Ancestor, Lady Fu, Huang He, Yellow River, Trading, Trade, Farming, Agriculture, legacy.</p>	<p>Ancient Greece, Minoan age, Mycenaean age, Dark age, Classical period, Archaic period, Athens, Sparta, Peloponnesian, Hellenistic period, Polis (city states), Oligarchy, Democracy, Primary source, Secondary source, Olympia, Olympians</p>



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Year 6	Autumn Benin Kingdom	Spring Crime and Punishment	Summer Windrush
<b>Prior learning</b>	Y3 – Ancient Egyptian Y4 – Mayan Civilisation	KS1 – Victorian era, Guy Fawkes Y3 – Romans Rule Y4 – Anglo – Saxons Y5 – Vikings	KS1- Significant Women – Mary Seacole
<b>Leading to</b>	KS3 - ideas, political power, industry and empire: Britain, 1745-1901	KS3 - history that consolidates and extends pupils' chronological knowledge from before 1066	KS3 -challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:
<b>Historical enquiry</b>	Building the continents knowledge, Africa can be explored as a pre-slavery civilisation. Looking at the resources and traditions of the Benin Kingdom. Looking at the trading links and the shifting location of the country.	<ul style="list-style-type: none"> <li>I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</li> </ul>	
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>To find out where the Kingdom of Benin was and about time period we will be exploring.</li> <li>To explore how we know about The Kingdom of Benin from AD 900 to 1300.</li> <li>To find out about the leaders of The Kingdom of Benin.</li> <li>To find out about the the lives of the people of the Kingdom of Benin.</li> <li>To find out about the trade network of the Benin Empire.</li> <li>To find out about the Benin Empire's Golden Age.</li> <li>To find out about the decline of the Benin Empire.</li> </ul>	<ul style="list-style-type: none"> <li>I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</li> <li>I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</li> <li>I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the history of Windrush.</li> <li>To understand who the Windrush generation are.</li> <li>To explore where the Windrush generation are today.</li> <li>To explore the impact that the Windrush generation has had on Britain.</li> <li>To explore how Windrush is celebrated.</li> </ul>
<b>Chronological understanding</b>		<ul style="list-style-type: none"> <li>I can summarise what I know about different British time periods.</li> <li>I can explain how the theme of crime and</li> </ul>	

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		punishment evolved in Britain chronologically.	
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>Kingdom, empire, dynasty, Oba, plaque, golden age, Edo, guild, precolonial, polytheism, abolition, British Empire, Nigeria, colonisation, indigenous, primitive, repatriation, Ife, Igodomigodo, Ogiso, Yoruba, ,</li></ul>	Prevention, detection, Dark Ages, innocent, justice, judge, court, trial, guilty, execute, oath, torture, treason, labour, scold's bridle, wergild, twelve tables, trial, by ordeal, tithing, pillory.	<ul style="list-style-type: none"><li>Intolerance, immigration, immigrate, prejudice, colony, emigrate, discrimination, iniquitous, demobilised, disembarked, diversity, segregation, racism, citizen. Commonwealth, empire, voyage, pioneers,</li></ul>