

History Knowledge, Skills & Progression

National Curriculum Objectives		
EYFS	KS1	KS2
Nursery - Understanding the World: • Begin to make sense of their own life-story and family's history. Reception - Understanding the World: • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. ELG - Understanding the World/Past and Present • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality	Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrast with British history – one study chosen from (early Islamic civilization) • Victorians

Autumn							
		KS1	KS2		UKS2		
Prior Learning		In previous years, the children will have learnt how to order people chronologically they know e.g. themselves, their teacher, their grandparents on a simple timeline. They will have ordered several artefacts on a simple timeline when looking at a range of household objects. They will have looked at events within living memory as well as compared life now to a time beyond living memory. They will have considered how and why things have changed.	In previous years, the children will have studied a range of historical eras and will have an understanding of how chronology works. The children will use this knowledge to link to 'prehistory'. The children will have also learnt about the key physical features of the United Kingdom in an earlier topic. In previous years and terms, the children will have studied a variety of periods of time including local, British and World history and can make links. The children can ask relevant questions to develop their understanding and identify how changes in the past have impacted on modern Britain. The children will have also studied the UK in Geography lessons and will be able to locate areas on a map		In previous years, the children will have learnt about Roman Britain, the invasions and the resulting ways of life for different people. They will have looked at how events have shaped our life today. As part of the geography curriculum, the children have learnt about the counties of the UK - this will support them to understand where the Anglo-Saxon seven kingdoms were located.		
		Y1 Superheroes	Y2 Crazy Castles	Y3 Stone Age	Y4 The Romans	Y5 Settlers and Invaders	Y6 The Victorians
Knowledge	Children will know (key learning)	Children will know that a historical period is an era or a passage of time that happened in the past.	Children will know that a historical period is an era or a passage of time that happened in the past.	Children will know what prehistory is and how this relates to the Stone Age. • Children will know what hunter-gatherers are and	Children will know about the Roman invasion of Britain. • Children will know who Boudicca was and her rebellion.	• Children will know who the Vikings and Anglo-Saxons were • Children will know the names of some Viking and	Children will know who the Victorians were. • Children will know the difference between rich and poor children.

		Children will know who Rosa Parks was and why she is a superhero.	Children will know that a historical period is an era or a passage of time that happened in the past. Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change. - A timeline is a display of events, people or objects (castles) in chronological order. - A historical period is the duration of a monarch's reign. - Tunnels were used as a form of escape	how they survived during the Stone Age. Children will know and explain Stone Age art. - Children will know how to look at a range of sources and discuss what they tell us about the Stone Age. - Children will know what Skara-Brae is. - Children will know the mysteries of Stonehenge.	- Children will know the format of the Roman army and the impact they had. - Children will know the importance of Hadrian's Wall - Children will know what life was like in Roman Britain.	Anglo-Saxon rulers. - Children will know the art and culture of the Vikings and Anglo-Saxons. - Children will know what the living conditions were like for the Vikings and Anglo-Saxons - Children will know the beliefs that the Vikings and Anglo-Saxons had - Children will know where and what the settlements were like during the Viking and Anglo-Saxon periods.	- Children will know the importance of Queen Victoria. - Children will know about crime and punishment. - Children will know about slums - Children will know about daily chores - Children will know about the Industrial Revolution - Children will know about Victorian Inventions - Children will know about the importance of Prince Albert. - Children will know about the death of Queen Victoria and the impact on Britain.
	Vocabulary	Characteristics, conflict, , hero, heroine, power, rules, villain	Archer, arrow, bailey, battlements, castle, fortress, keep, loops, turret, moat, drawbridge, portcullis, tunnel, medieval, defence, shields, tower, structure, rampart, viaduct	cave paintings, wooly mammoth, nomadic, Skara Brae, foundry, jewellery, Stonehenge, roundhouses, weapons, Celts, hillforts, smithing, weapons, Palaeolithic, Mesolithic, Neolithic, tribe, neanderthal, homosapiens, bronze, hillfort, druid	aqueduct, Basilica, baths, Colosseum, Empire, Hadrian's Wall, gladiator, roads, toga, emperor, amphitheater, senate, gladiator, mosaic, chariot, hypocaust, tunic,	longboat, longhouse, chieftain, berserker, danged, feast, raid, trade, runes, farmer, warrior, pagan, danelaw, asgard, figurehead, Vahalla, anglo-saxons, vikings, keats, wattle and daub, thatch, monk, manuscript	Empire, factory, Industrial revolution, moral, orphan, population, punishment, reign, revolutionise, slum, suffragette, social reformer, victorian, workhouse
Skills		Understand the term significant and explain why a significant individual is important.	- Describe the everyday lives of people in a period within or beyond living memory. - Sequence significant information in chronological order.	- Observe and use pictures, photographs and artefacts to find out about the past - Explain that there are different types of evidence and sources that can be used to help represent the past. - Choose and select evidence and say how it can be used to find out about the past. - Order dates from earliest to latest on simple timelines; - understand that there are reasons why people in the past acted as they did - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Investigating issues and solving valid historical	- Be able to chronologically place the Romans in time with regard to other eras and civilisations - A grasp of more complex time vocabulary: ancient - Producing timelines & sequencing seven or eight events - Linking cause & effect - Asking a variety of questions - Offering a reasonable explanation for some events - Making comparisons across periods - Using a range of sources and evaluating some evidence	- Place events from a Describe and explain the significance of a leader or monarch. period studied on a timeline. - Use terms related to the period and begin to date events. - Gather and use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in the time being studied between life then and life today - Begin to evaluate the usefulness of different sources. - Use evidence to build up a picture of a past event.	- Articulate and present a clear, chronological world history narrative. - Compare and contrast lifestyle or significant events. - Describe and explain the significance of a monarch. Evaluate artefacts

			questions recognising the nature of the evidence on which their judgements and knowledge are based. • Begin to realise that conclusions must be based on evidence, and that new evidence, can change the way we look at the past. • Children will begin to question the significance of events • Think about cause and consequence. • Note key changes over a period of time and be able to give reasons for those changes • explain how people and events in the past have influenced life today		• Choose relevant material to present a picture or write a narrative of one aspect of life in time past. • Use the library and internet for research.	
Misconceptions						
Enrichment		Oxford Castle	Hill End Ashmoleum Museum	Hill End		Victorian Day at School Pitt Rivers Workshop
	Y1 We are Astronauts	Y2 Courageous Characters	Y3 Amazing Animals	Y4 Awesome Oceans	Y5 Aliens	Y6 Evolution (Darwin)
Knowledge: Children will know (key learning)	• Children will know that Neil Armstrong and Buzz Aldrin were the first men to land on the moon. • Children will know the chronology of space travel.	• Children will know what makes a person significant. • Children will know significant people are born at different periods of time. • Children will know about significant explorers. • Children will know that Christopher Columbus was the first European to discover the Americas. • Children will know about significant activists - Rosa Parks/Emmeline Pankhurst. • Children will know why memorials are important.				• Children will know the importance of Charles Darwin. • Children will know Mary Anning was a British fossil collector.
Vocabulary	Astronaut, chronology, space	Activist, artist, campaign, Dawson's model, diamond ranking, discovery, explorer, fact, invention, monarch, monument, scientist, significant, statue, suffragette, timeline				Adaptation, ancestry, evolution, extinct, fossil, inheritance, naturalist, natural selection, species, variation

Skills	- Understand the term significant and explain why a significant individual is important. - Order information on a timeline.	- Present historical information in a simple non-chronological report. - Sequence significant information in chronological order. - Use historical models to make judgements about significance and describe the impact of a significant historical individual. - Use historical sources to begin to identify viewpoint. - Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.				- Describe some of the significant achievements of mankind and explain why they are important. - Articulate the significance of a historical person
Misconceptions						
Enrichment	Planetarium					Pitt Rivers

Spring							
		KS1		KS2		UKS2	
Prior Learning		In previous years the children will have used simple timelines to sequence processes, events, objects within their own experience. Sequence pictures from different periods. Sequence artefacts and events that are close together in time on a timeline. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.		In previous years the children have learnt about the achievements of British prehistory and specifically how life changed as time progressed. They have also learnt about the Roman invasion on Britain and the power of the Roman Empire. They have explored what significance means through examining the Roman legacy. Children will be able to locate Greece in relation to Italy based on their knowledge from the Romans. Children will be able to identify similarities between Greek and Roman culture from their work on the Romans. Children will continue to build on their knowledge of sources gained throughout KS2 and the importance these have in helping us find out about the past.		In previous years the children will have learnt about key monarchs of England. They will understand the power and changes brought by the Normans in Britain and the castles to defend lands claimed and how castles symbolised power. The children will be able to recall their understanding of power, divine right from Ancient Egyptians period of the Pharaohs and people's beliefs during this period.	
		Y1 We are meteorologists	Y2 Where the land meets the sea	Y3 Ancient Egypt	Y4 Ancient Greeks	Y5 Off with her Head	Y6 Beating Hearts
Knowledge	Children will know (key learning)	Children will know why Sir Francis Beaufort is important.	Children will know that a historical period is an era or a passage of time that happened in the past. Children will know that the people who lived in Whitby used the sea, the physical features of the coastline and	Children will know the key events from the ancient Egyptian period - Children will know how the ancient Egyptian society was organised. - Children will know some Egyptian pharaohs and	Children will know who the ancient Greeks were and explain how they fit into history. - Children will know what daily life was like for ancient Greeks. - Children will know what it	Children will know who the Tudors were and explain how they fit into history. - Children will know Henry VIII was married 6 times - Children will know what happened to each of Henry VIII's wives.	

			the natural resources around the coast to make a living. Children will know that Captain James Cook was an 18th century English explorer who went on ocean voyages and he has kinks with Whitby.	describe their importance - Children will know about Egyptian gods and goddesses. - Children will know about the Egyptian pyramids. - Children will know the achievements and inventions of the ancient Egyptians	was like to go to school in the ancient Greek times. - Children will know what the religion was like in ancient Greece. - Children will know how the ancient Greeks influenced life today. - Children will know what the food was like in ancient Greece. - Children will know the clothing from ancient Greek times.	- Children will know where Henry VII lived throughout his reign. - Children will know about Tudor punishments. Children will know what treason is. - Children will know why Henry broke away from the Catholic church. - Children will know about Henry's physical character - Children will know about Henry's children.	
	Vocabulary		Coastline, explorer, feature, Captain James Cook	chronology, BC/BCE, civilisation, dynasty, reign, hieroglyphics, cartouche, Pharaoh, tomb, sarcophagus, mummification, canopic jar, shaduf, afterlife, mummification, irrigation, egyptologist, pyramid, scribe, papyrus	Democracy, acropolis, city-state, parthenon, marathon, olympics, citizen, philosopher, alphabet, tragedy, agora, hellenistic, phalanx, aristocrat, mythology, column, hoplite, peninsula, oracle, terraced	Monarch, reign, annulment, church of england, reformation, protestantism, catholic, tower of london, treason,tudor, war of roses.	
Skills		Understand the term significant and explain why a significant individual is important.	- Describe what it was like to live in a different period. - Describe the everyday lives of people in a period within or beyond living memory.	- Place Ancient Egypt on a timeline - Ask valid questions about change, cause, similarity and differences - Use a range of sources to find information about the Ancient Egyptians - A grasp of more complex time vocabulary: ancient - Linking cause & effect - Making comparisons across periods - Using a range of sources - Explaining the beliefs of others	- A grasp of more complex time vocabulary: ancient - Producing timelines & sequencing seven or eight events - Linking cause & effect - Asking a variety of questions - Making comparisons to ancient times and current day - Using a range of sources - Explaining the beliefs of others	- Explain how historical artefacts have helped us understand more about people's lives in the present and past - Identify differences between different versions of the past. - Give a balanced view of interpretations of the past, using different points of view. - Explain their own point of view,	
Misconceptions							
Enrichment				Pitt Rivers/Natural History museum	Pitt Rivers/Natural History museum - Oxford. Museums provide an effective opportunity to learn through an enhanced provision.		
		Y1 We are artists	Y2 Intrepid Explorers	Y3 Marvelous Magnets	Y4 Fantastic Food	Y5 Golden Age of Islam	Y6 Antarctica and Beyond

Knowledge: Children will know (key learning)		- Children will know about significant sea explorers, including Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers, such as Ellen MacArthur. - Children will know where they sailed, explored and discovered. - Children will know about the life of a famous pirate. Children will know the significance of Grace Darling.			- Children will know that Baghdad was built in AD 752 as the capital of the Islamic Empire. - Children will know that early Islamic scholars did ground-breaking work in medicine, mathematics (inventing algebra) and optics (developing the first cameras). - Children will know that Islamic art was inspired by a range of different artistic forms and used geometric patterns, vegetal patterns and calligraphy. - Children will know that the golden age of Islam started in the 8th century. Baghdad's position on the Silk Road trade route meant that it was a wealthy and powerful place	- Children will know what conditions were like aboard the 'unsinkable' <i>Titanic</i>, describing how the accommodation differed for rich and poor passengers - Children will show the history and development of polar exploration.
Vocabulary		Cargo, coast, explorer, lifeboat, lifeguard, lighthouse, navigator, ocean			City, civilisation, culture, empire, golden age, government: caliphate, religion, ruler: caliph, trade.	Expedition, explorer, indigenous, inuit, northern hemisphere, southern hemisphere
Skills		- Sequence significant information in chronological order. - Describe the impact of a significant historical individual. - Present historical information in a simple non-chronological report			An art driver subject so art skills to be applied. History will be discussed but may not be evidenced.	- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. - Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Misconceptions						
Enrichment						

Summer			
	KS1	KS2	UKS2

Prior Learning		In previous years the children will have used simple timelines to sequence processes, events, objects within their own experience. Sequence pictures from different periods. Sequence artefacts and events that are close together in time on a timeline. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.		In previous terms children will have learnt about the settlements of the stone age and the importance of being located near to a river.			
		Y1 We are ecologists	Y2 Habitats	Y3 Our Planet	Y4 Wonderful Water	Y5 To Infinity and Beyond	Y6 Discovery of Modern Art
Knowledge	Children will know (key learning)					- Children will know about Galileo Galilei, hailed as the father of modern observational astronomy. - Children will know the significance of Sir Isaac Newton.	
	Vocabulary					Astronomer, orbit, seasons, gravity, forces, astronomy, planet, axis	
Skills						Explain why an aspect of world history is significant	
Misconceptions							
Enrichment						Planetarium visit - Science Oxford	
		Y1 We are Authors	Y2 Viewpoints	Y3 Running Rivers	Y4 Might Mountains	Y5 Allotments	Y6 The World is Our Stage
Knowledge : Children will know (key learning)				Children will know why people historically settled next to rivers			- Children will know that a variety of kingdoms developed in Africa over the last 6000 years. - Children will know about the mayan civilization.
Vocabulary							
Skills				Describe how past civilisations or lives of people in Britain developed.			Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
Misconceptions							
Enrichment							