

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – History

Strands							
- At EYFS, the knowledge progression takes full account of the Early Learning Goal of: - Past and Present							
- The following historical strands run from EYFS to the end of Key Stage 2: - Historical Concepts - Chronology - Historical Enquiry - Historical Interpretation							
National Curriculum Subject Content							
	Past and Present						
EYFS	- Talk about the lives of the 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						
	Within living memory		Beyond living memory		Lives of significant people		Local history
Key Stage 1	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
	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)		Civilizations from 1000 years ago	Ancient Greece	Local Study
Key Stage 2	- Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain’s settlements by Anglo Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	An aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066	- The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: - Ancient Egypt - Ancient Sumer - Indus Valley - Shang Dynasty of ancient China		- A non-European society that provides contrasts with British history choose one of: - Mayan civilisation c. AD 900 - Islamic Civilizations including a study of Baghdad c. AD 900 - Benin (West Africa) c. AD 900-1300	Greek life and achievements and their influence on the Western world	- A local study linked to one of the periods of time studied under chronology; or - A local study that could extend beyond 1066
	For detailed examples of the different areas within the subject content please refer to the National Curriculum document.						

Strand	Nursery	Vocabulary	Reception	Vocabulary
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Past and Present (Component knowledge and skills – leading to composite knowledge)	• To know how I am different now to when I was a baby. • To know how to order events in my day. • To know some vocabulary to demonstrate my understanding of time. • To know about myself, my family and other people through pictures and stories. • To know how to ask questions and show curiosity about myself, and others. • To know my new friends have similarities and differences that connect them to, and distinguish them from, others. • To know how to begin to make sense of my own life-story and family's history. To know how to talk about significant events in my own experience. To know how to describe special times or events for family or friends.	Remember Special Before After Next Then Life-story Questions Curiosity	• To know how to talk about parts of the school day that have already happened. • To know how to talk about things that have happened at home. • To know how to talk about things they did in Nursery. • To know that the past relates to things that have already happened. • To know that that now refers to the present time. • To know how to start to show an interest in different occupations and ways of life. • To know how to remember and talk about significant events in my own experience. • To know how to order daily events and say when they have happened. • To know how to talk about experiences in school that have happened. • To know how to talk about books that we have read and current books. • To know how to show interest in the lives of people who are significant to me. • To start to know how to identify objects from the past. • To start to know how to identify objects from now. • To know the meaning of same and different. • To know how to compare and contrast characters from stories, including figures from the past. • To know how to comment on images of familiar situations in the past. • To know that some places are special to members of their community. • To know about members of their immediate family and community. • To know how to recognise and describe special times or events for family or friends and how these may have differed in the past. To know how to talk about the lives of the people around them and their roles in society. To know that familiar events occur in a particular order. To know that there are some similarities and differences between things in the past and now.	Same Different Earlier When I was younger Born Beginning Storytelling Images Experience
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	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Within living memory	• Know that the toys their grandparents played						

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	- with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for						
Beyond living memory		- Know about an event or events that happened long ago, even before their grandparents were born - Know what we use today instead of a number of older given artefacts - Know that children's lives today are different to those of children a long time ago	Chronology (Stone age to 1066)	- Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers'	- Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to advance British society - Know about Britain's settlement by Anglo-Saxons and Scots - Know where the Vikings originated from and show this on a map - Know that the Vikings and Anglo-Saxons were often in conflict - Know why the Vikings frequently won battles with the Anglo-Saxons - Know how Britain changed between the end of the Roman occupation and 1066 - Know about how the Anglo-Saxons attempted to bring about law and order into the country - Know that during the Anglo-Saxon period Britain was divided into many kingdoms - Know that the way the kingdoms were divided led to the creation of some of our county boundaries today - Use a time line to show when the Anglo-Saxons were in England		
			Beyond 1066				- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history - Know how to place historical events and people from the past societies and

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							periods in a chronological framework • know how Britain has had a major influence on the world
			Ancient Ancients (approx. 3000 years ago)	- Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty			
			Civilizations from 1000 years ago			- Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin - Know why they were considered an advanced society in relation to that period of time in Europe	
			Ancient Greece				- Know some of the main characteristics of the Athenians and the Spartans - Know about the influence the gods had on Ancient Greece - Know at least five sports from the Ancient Greek Olympics
Lives of significant people	Name a famous person from the past and explain why they are famous	Know about a famous person from outside the UK and explain why they are famous					
Local history	Know the name of a famous person, or a famous place, close to where they live	- Know how the local area is different to the way it used to be a long time ago - Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)	Local Study			- Know about a period of history that has strong connections to their locality and understand the issues associated with the period. - Know how the lives of wealthy people were different from the lives of poorer people during this time	

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Historical Concepts (Component knowledge and skills – leading to composite knowledge)	- To know that within living memory means during their grandparents lifetime. - To know why some people from the past should be remembered. - To know how they have changed since being a baby. - To know their own life-story and family's history. - To know how to identify differences between themselves and others. - To know that people have similar experiences, but these change with time. To know about the contribution of a significant person within living memory. To know that there are differences between the past and present in their own and other people's lives.	- To know the similarities and differences between then and now. - To know the main events from a significant event in history. - To know that history can relate to people, places and events. - To know that history can be made locally, nationally and internationally. - To know why people in the past did things. To know why people in the past acted as they did, why events happened and what happened as a result. To know that there are some significant local places, national events and individuals beyond living memory.	- To know how to describe similarities and differences between people, events and objects, as time changes. - To know the main features of the Stone, Bronze and Iron Age. - To know that the past can be divided into periods. - To know the meaning of ancient and civilization. - To know some differences between the lives of the rich and poor. To know that there were changes in Britain from the Stone Age to the Iron Age. To know that we can compare now with a period in the past. To know about the achievements of one of the earliest civilizations.	- To know how to describe the features of past societies and periods. - To know some ideas, beliefs, attitudes and experiences of men, women and children from the past. - To know what changes occurred during a time period. - To know why changes may have occurred during a time period. - To know how some of the past events/ people affect life today. To know how the Romans changed Britain. To know that the Anglo Saxons and Scots settled in Britain. To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066. To know we can compare different periods in time.	- To know some causes and consequences of the main events, situations and changes in the periods studied. - To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world. - To know how to identify changes and make links within and across the time periods studied. - To know why an ancient society is considered advanced in relation to that period of time in Europe. - To know that we can all make history. To know that an ancient non-European society provides a contrast to British history. To know about a historical site that is significant in the locality.	- To know how some changes affect life today. - To know significant changes have had a major impact on life today. - To know how to give own reasons why changes may have occurred, backed up with evidence. - Know how to describe similarities and differences between some people, events and objects studied. - To know how to make links between some features of past societies. - To know To know that the Ancient Greeks influenced the Western world. To know about a theme in British history beyond 1066.
Vocabulary	Difference Past Present	Similarity Event Significant	Period Settlements Culture Leisure Civilization	Society Period Influence	Social Cultural Religious Ethnicity Causes Consequences	Verify Connections

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Chronology (Component knowledge and skills – leading to composite knowledge)	- To know how to order 3-4 events or related objects. - To know some common words relating to the passing of time. - To know how to compare objects from their lifetime and the past. To know the difference between things that happened in their lifetime and the past. To know that events or objects in their life can be sequenced on a simple timeline.	- To know simple historical vocabulary and use it when discussing the dates of historical events, such as the Great Fire of London. - To know how to sequence objects/ events closely related in time, using a given scale. - To know and use dates where appropriate. - To know how to make connections between the past and present time. To know that events and objects can be sequenced in chronological order. To know that periods in time have similarities and differences to the present time.	- To know and use the dates of significant events through pre-history. - To know how to place the times studied on a timeline. - To know that a timeline can be divided into BC and AD. - To know how to sequence several events or artefacts. To know that a timeline can be used to place periods studied in order. To know that there are similarities and differences between specific periods of history studied.	- To know how to compare two closely linked periods such as the Iron Age and the Romans. - To know how to note connections, contrasts and trends over time. - To know how to order significant events on a timeline. - To know how to use historical vocabulary e.g. century, decade, BC, AD. To know that significant events of a period can be placed on a timeline. To know that change can be shown by the similarities and differences between specific periods in time.	- To know how to use timelines to place and sequence local, national and international events. - To know how to sequence historical periods. - To know how to identify changes within and across historical periods. - To know how to compare a wide range of periods. To know that the chronological positions of periods studied sometimes overlap or occur concurrently. To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.	- To know how to use timelines to order events, periods and cultural movements from around the world. - To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural. - To know how to identify and compare changes within and across different periods. To know that the chronology of significant events in history subsequently shaped different societies. Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. Know that there are patterns that follow throughout history.
Vocabulary	Old New Yesterday Last week A long time ago Changes	Recently Now Then Later Past Present Sequence	BC AD Transition Ancient Modern	Century Decade Period Connections Contrasts Trends	Era Continuous Simultaneous Chronology	Social Religious Political Technological Cultural
Historical Enquiry	To know that we can find out about the past in different ways.	- To know key sources to find out about the past. - To know how to ask questions about the past.	To know a wide range of sources to find out about the past.	To know the difference between primary and secondary sources of evidence.	To know that there is often not a single answer to historical questions.	To know the most appropriate source of evidence for particular tasks.

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(Component knowledge and skills – leading to composite knowledge)	To know how to find answers to simple questions about the past from sources of information e.g. pictures, stories, artefacts. Know that artefacts/ sources can be matched to people of different ages.	- To know how to use sources to find out about the past. - To know how to use information to describe the past. Know that a range of sources can be used to ask and answer questions about the past.	- To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits. - To know how to use sources to find out about the everyday lives of people and changes to these. Know that some sources are more helpful than others when learning about the past.	- To know that sources can vary in reliability. - To know how to suggest sources of evidence from a selection provided to use to help answer questions. Know that primary and secondary sources are available and vary in reliability.	- To know how to ask a range of questions about the past. - To know how to choose reliable sources of evidence to answer questions. Know that they need to question the reliability of sources. To know that there is often not a single answer to historical questions.	- To know how to evaluate the usefulness and accurateness of different sources of evidence. - To know how to use a range of sources to form own opinion about historical events. To know that some sources of evidence are more useful than others.
Vocabulary	Sources of information	Key sources Questions	Wide range of sources	Select Primary and secondary sources Reliability	Multi-perspective	Appropriate Evaluate Opinion Hypothesize
Historical Interpretation (Component knowledge and skills – leading to composite knowledge)	To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects. To know the difference between fact and fiction.	To know how to use books, eye-witness accounts, photos, artefacts, buildings, visits and the internet to find out about the past. To know why some people in the past did things.	- To know that there are different accounts of history. - To know how to look at two versions of the same event and identify differences in the accounts. To know that there is a difference between fact and opinion.	- To know how to compare different versions of the same event in history and identify differences. - To know the reasons why there may be different accounts of history. To know that people in both the past and present have a point of view and this can affect accounts.	- To know that people (now and in the past) can represent events and ideas in ways that persuade others. - To know how to give clear reasons why there may be different accounts of history. - To know how to evaluate evidence to choose the most reliable forms. To know why there may be different accounts of history.	- To know that the past has been represented in different ways. - To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. - To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways. To know the need to evaluate the usefulness and accuracy of some

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						sources of evidence in order to form their own opinions.
Vocabulary	Objects	Eye-witness Artefacts	Accounts Versions	Compare	Evaluate Reliable Represent	Plausible Interpretation Propaganda Opinion Misinformation