

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – History

Features		
<ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters • At key stage 1, the key knowledge progression document takes full account of the national curriculum and groups it in the following strands: <ul style="list-style-type: none"> ○ Within living memory ○ Beyond living memory ○ Lives of significant people ○ Local history ○ Historical enquiry ○ Interpretation • At key stage 2, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> ○ Chronology, from the stone age to 1066 ○ One study beyond 1066 ○ Ancient civilizations ○ Civilizations around 900AD ○ Ancient Greece ○ Historical enquiry ○ Interpretation • The strands ‘Historical enquiry’ and ‘Interpretation’ have been included to reflect the purpose of study and aims of the History NC for Key Stage 1 and 2 • Decisions made include the following: <ul style="list-style-type: none"> ○ Y3 – British history is in chronological order ○ Y3 – Main differences between Stone age, Bronze age and Iron Age ○ Y3 – Ancient Greece – strong links with the geography statements in year 3 (i.e. European country study – teaching of volcanoes and earthquakes can also be linked to the study of ancient Greece) ○ Y4 – British history chronology continues with the impact of the Roman Empire on Britain ○ Y4 – Also study overview of the first civilisations including 1 in-depth study (links could be made with the study of rivers and an ancient civilization such as the Egyptians) ○ Y5 – British chronology continues with the impact of the Anglo Saxons and Viking invasions (links to land use change over time in geography - there is a heavier geography content in Y5 and therefore a light history) ○ Y6 - British chronology continues with beyond 1066 (suggest the event chosen links with the local history study also in Y6) ○ Y6 –Ancient civilization from a non-European society that contrasts with British history (could link with Y6 geography on differences between developed and underdeveloped nations, economic activity and trade) 	<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> • Chronology, interpretation and historical enquiry are taught from the early years onwards. These are not aspects that are specified within the EYFS framework or NC for these key stages. • Local history is studied from the EY onwards. • Children in Year 6 are taught how to study the chronology of local history over the last 100 years (H6.11). This is not a requirement of the National Curriculum. 	
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 		
<ul style="list-style-type: none"> • These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 		
<ul style="list-style-type: none"> • When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for history for their age group. 		
Early Years Framework		
Strand	Early Years Statutory Framework: Educational Programme Understanding of the World	Early Learning Goal Past and Present

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Early Years	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>	<ul style="list-style-type: none"> • 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.
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National Curriculum Subject Content

Strand	Within living memory	Beyond living memory	Lives of significant people	Local history
Key Stage 1	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality

Strand	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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • An aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty of ancient China 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history choose one of: <ul style="list-style-type: none"> • Mayan civilisation c. AD 900 • Islamic Civilizations including a study of Baghdad c. AD 900 • Benin (West Africa) c. AD 900-1300 	<ul style="list-style-type: none"> • Greek life and achievements and their influence on the Western world 	<ul style="list-style-type: none"> • 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.

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Changes within living memory	<ul style="list-style-type: none"> • HN.1 know about and discuss an event that happened the previous day. 	<ul style="list-style-type: none"> • HR.1 know about and discuss past events in their own life and in the lives of family members • HR.2 know some facts about events or people from 	<ul style="list-style-type: none"> • H1.1 know about changes in living memory (last 100 years) • H1.2 know how chronology reveals aspects of change in national life (e.g. transport, 							

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		the past that they recall from stories they have read/heard.	communication, food, school life, music, toys and books)							
Beyond living memory		<ul style="list-style-type: none"> HR.3 know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard 		<ul style="list-style-type: none"> H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries) 	British history (Stone age to 1066)	<ul style="list-style-type: none"> H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae) H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture) 	<ul style="list-style-type: none"> H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall) H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica) H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity) 	<ul style="list-style-type: none"> H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland) H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona and Lindisfarne; attempts to bring about 		<ul style="list-style-type: none"> H7.1 a pre-1066 study (depending on school and setting) to know the sequence and impact of the Norman Conquest

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								law and order into the country) • H5.5 know about Viking raids, invasions and further invasions (including Danegeld) • H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)		
					Beyond 1066			• H6.1 know how to place historical events and people from the past societies and periods in a chronological framework • H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in	• H7.2 to know and describe the power of medieval monarchs and the challenges to that power • H7.3 to know the ideas and influences of the medieval church • H7.4 to explore The Crusades • to know and describe the experiences of everyday medieval life (farming,	

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									<p>relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>	<p>feudal system, black death)</p> <ul style="list-style-type: none"> • H7.5 the know the impact of the Tudors on Britain’s religion and place in the world • H7.6 to know and describe the impact of the Stuarts on the power of the monarchy • H7.7 to identify the challenges and changes in technology with a focus on the Industrial revolution
					Ancient civilisations		<ul style="list-style-type: none"> • H4.5 know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • H4.6 know in depth about one of the following: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty of Ancient China 		<ul style="list-style-type: none"> • H6.3 know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300 • H6.4 know how that society provides contrast with British history 	<ul style="list-style-type: none"> • H7.8 know the impact that the Aztecs had on the structure of leadership and monarchy • H7.9 know the impact of a ruling class on Inca society.

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					Ancient Greece	<ul style="list-style-type: none"> H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) H3.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games) 				
Lives of significant people	<ul style="list-style-type: none"> HN.2 know who is in their family and their place within it HN.3 know about the lives of people who are familiar to them 	<ul style="list-style-type: none"> HR.4 know the names of people who are familiar to them and can describe their role HR.5 know about a significant person from the local community HR.6 know about a significant person from the past 	<ul style="list-style-type: none"> H1.3 know about a significant person from the past and where this would sit within a chronological framework H1.4 know how the significant person contributed to national and international achievements 	<ul style="list-style-type: none"> H2.2 know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework H2.3 know what the word 'significant' means and why we remember significant people from the past 						<ul style="list-style-type: none"> H7.10 to know the causes of the trans-Atlantic slave trade and the reasons for its abolition H7.11 to know and describe the impact of the British Empire upon its colonies

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Local history	<ul style="list-style-type: none"> HN.4 know and talk about significant events, from their own experience 	<ul style="list-style-type: none"> HR.7 know and discuss past events in the local community 		<ul style="list-style-type: none"> H2.4 know about a significant historical event, person and / or place in their own locality 	Local study				<ul style="list-style-type: none"> H6.5 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality) 	<ul style="list-style-type: none"> H7.11 a local study (based on local history, locality and availability of workshops)
Historical enquiry	<ul style="list-style-type: none"> HN.5 know that stories can tell you about the past 	<ul style="list-style-type: none"> HR.8 know how to ask simple questions, about images/stories from the past 	<ul style="list-style-type: none"> H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where) 	<ul style="list-style-type: none"> H2.5 know how to ask a range of questions about artefacts and sources from the past 	Historical enquiry	<ul style="list-style-type: none"> H3.5 know how to learn more about a historical period through asking relevant questions 	<ul style="list-style-type: none"> H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these 	<ul style="list-style-type: none"> H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference 	<ul style="list-style-type: none"> H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources 	<ul style="list-style-type: none"> H7.12 know how to pursue historically valid enquiries, including some that have been independently framed
Interpretation			<ul style="list-style-type: none"> H1.6 know that memories are not always completely reliable H1.7 know to distinguish between fact and fiction (stories) 	<ul style="list-style-type: none"> H2.6 know how to compare two different versions of the same account H2.7 know what sources are. H2.8 know how to use primary and 	Interpretation	<ul style="list-style-type: none"> H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability H3.7 know how to compare information found in 	<ul style="list-style-type: none"> H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and 	<ul style="list-style-type: none"> H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why 	<ul style="list-style-type: none"> H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why H6.8 know how to link sources 	<ul style="list-style-type: none"> H7.13 know how to differentiate between interpretations of primary and secondary resources H7.14 know how make connections

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				secondary sources to find information		primary and secondary sources of information (including the internet)	negatives presented <ul style="list-style-type: none"> H4.9 know how to begin evaluating the usefulness of different sources of information 	<ul style="list-style-type: none"> H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period 	and evaluate how conclusions have been made	between source interpretations
Chronology	<ul style="list-style-type: none"> HN.6 know how old they are and that they get older each year HN.7 know the words today, yesterday, tomorrow, before and after 	<ul style="list-style-type: none"> HR.9 know what year we are currently living in HR. 10 know the days of the week HR.11 know the year of their birth HR.12 know words 'older' and 'younger' 	<ul style="list-style-type: none"> H1.8 know the months of the year H1.9 know the month and year of their birth H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later) 	<ul style="list-style-type: none"> H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666) H2.10 know their full date of birth. H2.11 know what a timeline is and how it shows the passing of time 	Chronology	<ul style="list-style-type: none"> H3.8 know how Britain changed between the beginning of the stone age and the iron age H3.9 know what B.C. means and that it can also be referred to as B.C.E. H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E. H3.11 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.) H3.12 know and use historical vocabulary to represent the passing of 	<ul style="list-style-type: none"> H4.10 know what A.D. means and that it can also be referred to as C.E. H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline H4.14 know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline H4.15 know and chart some of the 	<ul style="list-style-type: none"> H5.10 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066 H5.11 know and represent the changing state of Britain throughout the years leading up to 1066 H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline 	<ul style="list-style-type: none"> H6.9 know how to timeline the changes in British history beyond 1066 H6.10 know and represent the changing state of Britain beyond 1066 H6.11 know how to produce a timeline of the history within the local area over a period of 100 years 	<ul style="list-style-type: none"> H7.15 know how to create timelines of historical events covering a period of 1000 years

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						time, such as 'period', 'era' and 'millennium'	key periods within ancient civilisations and note the differences between them <ul style="list-style-type: none"> • H4.16 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans • H4.17 know the duration of different civilisations and represent this on a timeline 			

