History Skills and Knowledge Progression

Substantive knowledge
Disciplinary knowledge

Early Years Foundation Stage			
Past and Presence			**Children at the expected level of development will:**
Stage One	**Stage Two**	**Stage Three**	
- Puts photographs of themselves as a baby and onwards in the correct order. - Knows that children grow and change with the passage of time - Acts out familiar routines from their family and culture. - Talk about significant events from their own experience.	- Organises images from a story into a plausible chronological order - Joins in and talks about family customs and routines	- Sequences and retells stories. - Talks about past and present events in their own life and that of family members. - Identifies some similarities and differences between things now and in the past. - Knows that they and the world around them change with the passage of time.	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. -
Key Knowledge: - *Be able to recall and talk about a significant event in their own experience, e.g. birthdays* - *Know and understand that their grandparents are older than their parents* - *Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'* - *Understand that some familiar stories were set in a time before they were born* - *Recall people that help in the local community e.g. doctors, firefighters, nurses, dentists and vets*	***Key Knowledge:*** - *Recognise and describe special times or events for families and friends e.g. Eid, Chinese New Year, Christenings and Christmas* - *Know that there are significant people in their life and can explain why these people are important e.g. parents/ carers and teachers* - *Know how to order daily events and say when they have happened.* - *Know that people celebrated events like Eid and Christmas before they were born.* - *Use appropriate language to describe the past, such as, 'in the past'* - *Can compare and contrast stories about the past* -	***Key Knowledge:*** - *To be able to talk about the lived of the people around them and their roles in society e.g. doctors, firefighters, nurses, dentists and vets* - *Know some similarities and differences between things in the past and how, drawing on their experiences of what has been read in class.* - *Understand the past through settings, characters and events in books read in class and storytelling.* - *Be able to recognise old forms of transport/ toys/ technology i.e. Penny Farthing*	**Key Vocabulary:** *Days of the week, months, Baby, child, adult, names of relations i.e. mum, granddad etc., change, first, then, significant, order, compare, next, before, a while ago, last week, last month. Past, present, then, now, same, different, a long time ago, change,*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry 	**What significant changes in Britain have occurred throughout the life of Queen Elizabeth II?** **(Historical significance)** **How different were the lives of people in Britain during the era of the second longest reigning Queen?** **(Similarities and differences)**	**Why was Samuel Pepys' diary such a significant source of evidence for historians?** **(Sources and evidence)** **What were the consequences of World War II on the daily lives of the people of Britain?** **(Consequences)** *Local History Unit: How did WW II impact children in Snodland?*	**Do historians always need a written or verbal recount of a period of history to understand what life was like in the past?** **(Sources and evidence)** **If Howard Carter hadn't discovered the Tomb of Tutankhamun, would historians still have such a good knowledge of Ancient Egypt?** **(Historical interpretation)**	**How much change did the Romans bring to Britain?** **(Change and continuity)** **What legacy did the Ancient Greeks leave behind?** **(Change and continuity)**	**Did Britain prosper once the Romans had left...or not?** **(Similarities and differences)** **Why do we still not know everything there is to know about Ancient Maya?** **(Sources and evidence)**	**Were the events of World War One a pre-cursor to the second World War?** **(Consequences)** *Local History Unit: How did the local community contribute to WW1 War effort?* **What impact has The Windrush Generation's migration had on modern Britain today?** **(Historical significance)**
	Use information to describe similarities and differences between the past and now. Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable.	Use various tools to research such as books and the internet to find information about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation Understand the difference between primary and secondary sources.	Identify how artefacts can be used to tell us about periods of History. Distinguish between different sources representing the same period of time. Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.	Identify how artefacts can be used to tell us about periods of History. Use a range of different sources to piece together understanding about key events or periods of time in history.	Use a range of different sources to piece together understanding about key events or periods of time in history. Be able to use historical sources to find similarities and differences between two or more periods studied	Compare accounts of events from different perspectives and question authenticity based on the origin of the source. Understand the term propaganda and how it can influence people's opinions of a real-life event. Be able to use historical sources to find similarities and differences between two or more periods studied Children at the expected level of development will: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
Historical Vocabulary	*before, after, past, present, old and new, change. Year, decade, ancient, modern, timeline, order, similar, different, important, living memory, grandparent, parent, memories, artefact and inventions*	*Chronological order/chronology, era, period, century, develop, discovery significant, source, reliable, interpretation, agriculture, beliefs, opinion, community, society, primary and secondary sources*	*BCE, BC, CE, AD, millennium, connection, contrast, trend, duration, archaeologists, archaeology, architecture ancestor, dynasty, ancient civilisation, calendar, continuity, explorer and slave*	*Legacy, democracy, advancement dictator dictatorship, economy, trade, empire, engineering, invasion, occupy, philosophy, cause, independence, origin and pioneer*	*Conquest, court, colony crusade, dark ages, feudal law, interpretation literature manufacture onslaught overthrow raid rebellion revolt revolutionary revolutionise, causation and consequence*	*Border colonisation contravene, commemoration citizenship, diversity, discrimination, emigrate, emancipation, ethnic, heritage, minority immigrant, legislation, migration, imperialism, propaganda, nationalism liberate, stereotype multiculturalism, militarism,*

						mobilise, regime and unification
Historical sources 	Look at artefacts from the past and use them to try and ask and answer questions about the past. Know what a number of older objects were used for and organise these artefacts by age Know how to ask and answer questions about old and new objects Know how to spot old and new things in a picture.	Use artefacts to ask questions about the past (who, what, why, where, when). Know what artefacts in the past may have been used for. Use a wide range of information to answer questions about the past.	Use a range of sources to find out about a period in history. Suggest sources of evidence, from a selection provided, to help answer questions to present findings. Select and record information relevant to the study.	Use a range of sources to find out about a period in history. Suggest sources of evidence to help answer questions. Give reasons why there may be different accounts of history.	Confidently use the library and the internet for research. Give clear reasons why there may be different accounts of history. Select reliable sources of information to answer questions. Understand that some evidence is opinion or misinformation and this affects interpretations of history.	Bring knowledge gathering from several sources together in a fluent account. Select the most appropriate sources of evidence. Understand that some evidence is propaganda and this affects interpretation of history. Children at the expected level of development will: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Chronology 	Use phrases such as: before, after, past, presence, then, old, new and long time ago. Sequence events in the life of a key historical figure (Queen Elizabeth II), explaining the order of events and what happened.	To understand when World War II happened in comparison to historical periods already covered in KS1. Sequence events of a specific period of history, explaining the order of events and what happened.	Understand how Britain changed between the Stone Age and the Iron Age. Create a chronology of key inventions and reflect on how this impacted on society Use historical knowledge to identify which period of time artefacts came from and appreciate the knowledge that we gain about the past from these artefacts. Use and understand the terms BC and AD to describe chronology Sequence periods of British History previously studied on a	Sequence periods of British History previously studied on a timeline and know where The Romans fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened. Understand how Britain changed during The Roman period and compare to changes during previous history periods studied.	Sequence periods of British History previously studied on a timeline and know where The Anglo-Saxons fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened. Describe events from the past using specific dates. Understand how Britain changed between the end of the Roman occupation and 1066 (during The Anglo-Saxon period) and compare to changes during previous history periods studied.	Sequence periods of British History previously studied on a timeline and know where The Windrush Generation and The World Wars fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened. Understand how Britain changed as a result of the Windrush Generations's migration and compare to changes during previous history periods studied. Know how to use a timeline to identify when conflict started.

			timeline and know where Stone Age, Bronze and Iron Age fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened.		Know how to use a timeline to identify when conflict started.	Children at the expected level of development will: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Historical Knowledge	**Queen Elizabeth II (1926-present)** **Key historical figures:** Know the significance of Queen Elizabeth in British History and her impact on life today. Recall significant events during her lifetime and how the world has changed significantly during her long reign. In 1952 King George died and Elizabeth became Queen. Children to know that she is the longest reigning monarch and the only other monarch to celebrate a diamond jubilee was Queen Victoria.  **Society:** In 1940 the Queen sent a radio message to the children of Britain (World War II). Compare to how she communicates with the world now.	**The Great Fire of London** **Key historical figures:** Recall the life of Samuel Pepys and understand the importance of his diary as an historical source. Recall the impact Sir Christopher Wren had on settlement within London during this time period and the impact he has had on London today.  **Settlements:** Know the key events that led to the Great Fire of London and how London changed as a result of this significant event.  **Inventions:** Understand why King Charles II chose to use brick and stone to rebuild London instead of wood and the advantages of widening the streets of London.	**Stone Age to Iron Age** Know about the differences between the Stone, Bronze and Iron Age. **Conflict:** Understand how people during period studied fought for territory and tribal gains  **Settlements:** Find out how homes have changed over time  **Inventions:** Explain how key inventions positively impacted British society during the time studied  **Culture and pastimes:** Find out about everyday lives of people, knowing how they hunted for their food and how and what	**Romans** **Key historical figures:** Learn some key facts about Julius Caesar and Boudicca and their influence during period of study  **Conflict:** Explore the reasons why Romans invaded and settled in Britain. Understand that Rome was a very important place and many decisions were made there.  **Settlements:** Find out how Roman structures were superior to existing structures in Britain and explain why they needed to build forts within the country.  **Inventions:** Explain how key inventions positively impacted	**Anglo-Saxons** **Key historical figures:** Learn some key facts about Edward the Confessor and King Alfred the Great and their influence during period of study.  **Conflict:** Understand the significance of the key battles (Battle of Edington, Battle of Stamford Bridge and the Battle of Hastings) and invasion during this time period  **Settlements:** Understand where the Anglo-Saxons come from. Be able to understand that Britain was divided into different kingdoms and how they lead to the creation of county boundaries.  	**World War I** **Key historical figure:** Learn some key facts about Archduke Franz Ferdinand and David Lloyd George  **Conflict:** Understand the chain events that led to the first global war. Know about the key battles of Verdun and the Somme.  **Society:** Understand how roles within society changed as a result of the war and how life changed in Europe countries. 

	 **Conflict:** Children to know that the Queen has lived through many times of conflict during her life and her reign. Most significantly World War 2.  **Culture and pastimes:** Understand the current succession to the throne. Children to know about her daily life in this country and the wider world.  **Settlement:** Recognise and understand the significance of key buildings (Buckingham Palace, Winsor Castle and The Tower of London) in relation to the role and daily life of Queen Elizabeth II. 		they ate. Understand the term hunter gatherer. Describe a typical day for a Stone Age man, woman and child.  **Beliefs:** Understand how religious beliefs changed through different period of time 	British society during the time studied  **Culture and pastimes:** Find out about everyday lives of people in the period of time studied and compare with modern life  **Society:** Understand the hierarchy of the period of time and the roles of different members of society. 	**Beliefs:** Understand why people converted from Paganism to Christianity during the time period  **Society:** Understand the hierarchy of the period of time and the roles of different members of society 	
	The Victorians **Historical figures:** Know the significance of Queen Victoria within Victorian Britain and the role of a Queen compared to the current monarch.  **Inventions**: Find out about important inventions during the industrial revolution such as Christmas cards, flushing toilets, pedal driven bicycles	**World War Two** **Conflict:** Know about the key event that started WW2 and understand how it affected the UK at the time  **Society**: Children will learn how society adapted to the changes that the war brought, focusing on roles of women and men during the war. 	**Ancient Egyptians** **Key historical figures:** Learn some key facts about Tutankhamun and Cleopatra and their influence during period of study  **Culture and pastimes:** Find out about everyday lives of people in the period of time studied and compare with modern life 	**Ancient Greece** **Culture and pastimes:** Find out about everyday lives of people in the period of time studied and compare with modern life Understand the impact that the Ancient Greeks had on the world today including the Olympics.  **Beliefs:** Understand how religion played such an	**The Ancient Mayas** **Culture and pastimes:** Find out about everyday lives of people in the period of time studied and compare with modern life  **Inventions:** Explain how key inventions positively impacted society during the time studied 	**Windrush Community** **Key historical figures:** Learn some key facts about Norma Best and Sam King and their influence on society in Britain.  **Society:** Find out about the influence the Windrush community had on British culture in the past and today. 

	 **Culture and pastimes:** Explore how affordable transport links allowed families to visit the coast. Know the toys played in this time period are different to their own and explain how life is different in Victorian life compared to their own.  **Society:** Understand the roles of children and explore school life and compare to modern day education. Explore life in workhouses – poverty. 	**Culture and pastimes:** Children will learn how daily life changed as a result of the war, focusing on air raids, schooling**, f**ood and rationing**, e**vacuation  **Settlement:** Children will learn about the impact WW2 had on London and why evacuations to the countryside took place. 	**Beliefs:** Understand how religious beliefs changed through different period of time  **Society:** Understand the hierarchy of the period of time and the roles of different members of society  **Settlements:** Understand how the River Nile was used to transport and provide resources for society 	important part in daily life and how this impacted on society Know that the Greek Gods were an important part of Greek Society.  **Society:** Understand the struggle between Athenians and Spartans due to different society structures and priorities. 	**Beliefs:** Understand how religion played such an important part in daily life and how this impacted on society  **Society:** Understand the different society structures and the job roles within these 	**Settlement:** Understand how why many Jamaicans migrated from Jamaica to Britain and the significance of the British Commonwealth at the time.  **Society:** Understand what society was like in post war Britain and the impact that this had on migrants entering the country. 
Specific Historical Vocabulary	***<u>Queen Elizabeth:</u>*** *reign, The Queen, Queen Elizabeth II, monarch, Buckingham Palace, heir, jubilee, royal, succession, throne, power, crown, money, ruler, commonwealth and coronation.* ***<u>Victorians:</u>*** *Queen Victoria, mangle, blackboard, the workhouse, orphan, shilling, bonnet, carpet beater, cotton mill, industrial revolution, maid, servant. modern, penny farthing, chamber pot, flat iron, washing dolly, chimney sweep, street children, gruel, Dr. Barnardo, The British Empire, electricity.*	***<u>The Great Fire of London:</u>*** *17th Century, Pudding Lane, bakery, River Thames, plague, rebuilt, Great fire, Samuel Pepys, Tower of London, architect and Sir Christopher Wren* ***<u>WW2:</u>*** *World War 2 ,Nazi Germany, home guard, conflict ,evacuate/evacuees ,ration book, artefacts, air raid shelter, The Blitz, gas mask, National Service and Land Army/Girls*	***<u>The Stone, Iron and Bronze Age:</u>*** *Prehistory, ancestors Neolithic, Palaeolithic settlement, settler, Britons druid, tribe, tribal Hunter gatherers, Bronze/Iron/Stone Age, Skara Brae, hillfort, conquest, Briton, Emperor, Hadrian, Stonehenge, Coldrum, Long Borrow, round house, Maiden Castle and nomadic people* ***<u>The Ancient Egyptians:</u>*** *civilisation, empire, pharaoh pyramid, tomb, sarcophagus, mythology, Nile, mummy, hieroglyphics monument, papyrus archaeologist, Tutankhamen, canopic jar, excavation, Howard Carter and Rosetta Stone*	***<u>The Romans:</u>*** *Rome Empire, invasion, Julius Caesar ,coliseum, Barbarian Emperor ,Chariot Gladiator, ager, aqueduct, Londinium, Hadrian's Wall, Boudica, Emperor, irrigation, sanitation, Latin, patricians, plebeians, freedman and slaves* ***<u>The Ancient Greeks:</u>*** *democracy, Olympic, games philosopher, Sparta Greece Spartans, Athens ,Athenians, Persia, Alpha Beta, Gamma, Delta, Alexander the Great, empire, achievement and gods (Zeus, Apollo etc)*	***<u>The Anglo- Saxons:</u>*** *Gaelic, Wessex Kingdoms/Shires, Thane Sutton Hoo,Mercia, Kent East Anglia, Northumbria, Longship /longhouse, warrior, settlement, Sweden, Norway, Danelaw. conquer, invader, Norse and monastery* ***<u>The Ancient Maya:</u>*** *Haab' calendric, Chichen Itza, Cacoa, pyramid Hieroglyphics, Stele (stela) monument, Tzolk'in Spiel, Mexico, Guatemala, Civilisation, sacrifice, Mayan, Mesoamerica and Pok-a-tok*	***<u>World War One:</u>*** *allies, attrition, conscription, propaganda, trench warfare, no man land, armistice, The Triple Entente and The Central Powers, nationalism, militarism, propaganda, contraband, u-boat, draft, convoy, trench warfare, stalemate, armistice, reparation, red scare, deport, neutral, Treaty of Versailles, League of Nations and Franz Ferdinand.* ***<u>The Windrush Generation:</u>*** *Caribbean, West Indies, Archipelago, Windward Islands, Leeward Islands, Antilles, Americas, The Guianas. Colonialism, Colour Bar, British Empire, Transatlantic Slave Trade, population, plantation, prejudice, Independence, National*

						Identity, Island and stereotype, discrimination, racial, racist, citizen and residence, parliament