



Southglade Primary and Nursery School

History progression ladder

Year 1 - Year 6



History Progression of knowledge and skills KS1 - Year 1

Year 1 National Curriculum objectives: Learn about changes within living memory.

Building on prior knowledge of: EYFS Understanding the world.

People and communities: find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family.

Key vocabulary: A long time ago, recent, year, timeline, parents, grandparents, evidence, arguments, decade, monarch, Queen

Areas of study - Changes during the life of Queen Elizabeth II

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (How houses have changed over time, how schools have changed over time)
- Changes in the local area.

Specific objectives and knowledge:

- Know who Queen Elizabeth II was
- Know some of the ways in which toys, fashion, schools and transport changed during Queen Elizabeth's lifetime
- Know how their families and school have changed over time.
- Describe how life in Bestwood and the wider area is different today to the past **(This is taught as part of the geography unit on the local area)**
- Understand why things change and some possible reasons for changes taking place.
- Identify what might change in the future.
- Start to think about why people might remember past events differently.

	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
<u>Skills in History</u>	<ul style="list-style-type: none"> • Sort events and objects into groups (then and now) • Sequence events in their life. • Sequence 3 or 4 artefacts from different periods of time. • Use and interpret very simple timelines. 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and other's lives. • Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> • Use stories about the past to encourage children to distinguish between fact and fiction. • Begin to understand that people's memories can differ in reliability. 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information. • Finds answers to simple questions from the past through questioning people with first-hand experience.



Progression of knowledge and skills KS1 -Year 2

Year 2 National Curriculum objectives: Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Learn about significant events, people and places in their own locality.

Building on prior knowledge of: Children beginning to understand why History is important to them. Children have begun using correct vocabulary and ordering events on a timeline.

Key vocabulary: Long ago, past, present, parliament, The Gunpowder Plot, Guy Fawkes, King James, Catholic, treason, artefact, chronology, museum.

Area of study: The Great Fire of London - Learn about events beyond living memory that are significant nationally or globally.

Specific objectives and Knowledge:

- Know the sequence of events that took place on the 6th September 1666 including what caused the fire, what happened to London during the fire and when/how the fire ended.
- Describe the contributing factors that led to The Great Fire of London and reasons why the fire spread so quickly.
- Understand the significance of Samuel Pepys in the retelling of The Great Fire of London and to our understanding of this historical event.
- Identify how different sources can tell us different things about the event.

Area of study: The Lives of Queen Elizabeth I and Queen Victoria - Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Specific Objectives and Knowledge:

- Understand and interpret a simple timeline showing when the reigns of Elizabeth and Victoria were relative to the Great Fire and present day.
- Learn about day-to-day life in Elizabethan times for both citizens and the queen herself (housing, hygiene, diet, education).
- Learn about the defeat of the Spanish Armada.
- Learn about the day to life in Victorian time for both citizens and the queen herself. Make comparisons between Victorian and Elizabethan times.
- Learn about the expansion of the British Empire during the Victorian period and some of the reasons why it was able to expand with such success.

Area of study: Learn about significant events, people and places in their own locality - **Jesse Boot and Paul Smith (short study 1-2 lessons)**

History



<u>Skills in History</u>	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
	<ul style="list-style-type: none"> • Understand and interpret simple timelines. • Sequence artefacts from different periods of time. • Sequence photographs and images from different periods of time. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> • Compare two versions of a past event. • Compare pictures or photographs of people or events from the past. • Discuss reliability of photos/accounts/stories. 	<ul style="list-style-type: none"> • Use sources (observed or handled) to answer questions about the past on the basis of simple observations.



Progression of knowledge and skills Year 3

Year 3 National Curriculum objectives: Learn about changes in Britain from the Stone Age to the Iron Age. Learn about the Roman Empire and its impact on Britain.

Building on prior knowledge of: Children know how to sequence events in time order and can identify difference between the past and the modern day. Children are inquisitive of the past and can ask questions to find out more.

Key vocabulary: Prehistoric, BC (Before Christ), AD (Anno Domini), Palaeolithic, Mesolithic, Neolithic, Archaeologist, Wattle and daub, Midden, Stonehenge, Skara Brae,, Celts, Druids, The Roman Empire, Julius Caesar, Emperor, Boudicca, Invasion, Hadrian's wall, findings, interpretation,

Area of study: Changes in Britain from the Stone Age to the Iron Age - Learn about changes in Britain from the Stone Age to the Iron Age.

Specific Objectives and Knowledge:

- Use timelines to understand how long ago the Stone Age and subsequent periods were relative to today.
- Understand aspects of life for hunter gatherers during the Mesolithic and how they changed into the Neolithic and late Neolithic (clothing, tools, shelter, art).
- Learn about the Neolithic farming revolution and how this affected day to day life, settlements (first villages) and the landscape (deforestation).
- Learn about and describe changes that occurred in the Bronze Age to housing, clothing, farming, religion and warfare.
- Learn about and describe changes that occurred through the Iron Age to housing, clothing, farming, religion and warfare (hill forts, tribal kingdoms)

Area of study: The Roman Empire and its impact on Britain - Learn about the Roman Empire and its impact on Britain.

Specific Objectives and Knowledge:

- Understand the origins and extent of the Roman Empire at the time of its successful invasion of Britain in 43AD.
- Know how this fits chronologically with the eras previously learned about through timelines.
- Learn about the Roman Army and its soldiers, what made them such an effective fighting force and how this enabled the vast expansion of the Roman Empire.
- Learn about British resistance to the Roman invasion and occupiers including Boudica.
- Understand the differences between day-to-day life in Britain for Romans and non-Romans (housing, clothing, diet, leisure - gladiators, chariot racing).
- Know some of features of the Romanisation of Britain including larger towns/cities and culture and beliefs.
- Know some of the legacies the Romans left behind including roads, religion, baths, aqueducts and buildings.

History



	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
<u>Skills in History</u>	<ul style="list-style-type: none"> Place the time studied on a timeline. Begin to understand more complex terms such as BC and AD. Use dates and terms related to the period studied and the passing of time. Sequence several events of artefacts. 	<ul style="list-style-type: none"> Find out about every day lives of the people studied. Compare the period studied with our lives today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> Begin to understand, identify and give reasons for different ways in which the past is represented. Distinguish between different sources when comparing different versions of the same story/event. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period (books, video, internet, artefacts). Observe small details (artefacts, pictures). Selects and record relevant information from text and video. Begin to use the library and internet for research.



Progression of knowledge and skills Year 4

Year 4 National Curriculum objectives: To learn about Britain's settlement by Anglo-Saxons and Scots. Learn about the achievements of the earliest civilisations and an in-depth study of Ancient Egypt.

Building on prior knowledge of: Children are using terminology such as BC and AD and can use this to order significant events chronologically. Children are beginning to understand that there are different accounts of history and they can identify differences in historical accounts.

Key vocabulary: Era, period, Pantheon, myth, mythology, hieroglyphics, representation, consequences, conflict; common era; before common era

Area of study: Britain's settlement by Anglo-Saxons and Scots - Learn about Britain's settlement by the Anglo-Saxons and Scots.

Specific Objectives and Knowledge:

- Learn some of the reasons behind the fall of the Western-Roman Empire and why this led to the Roman withdrawal from Britain.
- Learn about the Scots invasion from Ireland to north Britain and its contribution to the invasion of the Anglo-Saxons.
- Understand some of the reasons behind the migrations/invasion of the Angles, Saxons and Jutes.
- Learn about day to day village life in Anglo-Saxon Britain (clothing, housing, diet.)
- To have some knowledge of Anglo-Saxon settlements and their influence on modern place names.
- To know about the key Anglo-Saxon kingdoms, as well as Saxon warriors and warfare.
- To have some knowledge of Anglo-Saxon art and culture.
- To know some reasons why Anglo-Saxons converted to Christianity.
- Place the key events from above on a timeline.

Area of study: Ancient Egypt - Learn about the achievements of the earliest civilisations and including an in-depth study.

Specific Objectives and Knowledge:

- Have an overview of where and when the earliest civilisations appeared relative to present day. Give a brief overview of the civilisations of Ancient Sumer, the Indus Valley, Shang Dynasty in China and compare them to what was going on Britain at the time.
- Understand how long ago the Ancient Egyptian civilisation existed and for how long.
- To know about day to day life in Ancient Egypt including about clothing, food, jobs, housing, leisure.
- To know some key Egyptian gods and understand their relationship with the pharaohs.
- To understand Egyptian beliefs about the afterlife including mummification, tombs and pyramids.
- To understand the role of hieroglyphs and how they could be used and read.
- To understand the importance of the River Nile to Egyptian civilisation and how it influenced its settlement patterns.



	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
<u>Skills in History</u>	<ul style="list-style-type: none"> Place the time studied on a timeline. Continue to improve understanding of more complex terms such as BC, AD, BCE and CE Use terms related to the period and begin to date events. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and lasting effects from time studied. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Look at available evidence and begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life from the past. Ask a variety of questions and use the library, internet and other source material to research answers



Progression of knowledge and skills Year 5

Year 5 National Curriculum objectives: To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of Ancient Greece - Greek life and achievements and their influence on the western world. A local history study - a depth study into the Nottingham and East Midlands area at the time of the Viking invasions.

Building on prior knowledge of: Children can understand and recognise differences between different people's experiences such as the difference between the rich and poor. Children also understand that history can be represented in a way to persuade you to believe a particular point of view.

Key vocabulary: Chronological order, thousands of years, Christianity, Democracy, Gods / Goddesses, Museum, Myths and legends, Archaeology, reliability, legacy

Area of study: The Viking and Anglo-Saxon struggle until 1066- To learn about the Viking and Anglo-Saxon study for the Kingdom of England to the time of Edward the Confessor. A local history study - a depth study into the Nottingham and East Midlands area at the time of the Viking invasions.

Specific Objectives and Knowledge:

- Know which modern countries the Vikings came from.
- Learn the chronology of Viking raids and invasion and the form they took.
- Know some of the reasons Vikings decided to settle in Britain.
- To know about aspects of Viking life including settlements, longhouses, longships and warriors.
- Know some aspects of Viking culture and religion including Norse gods and afterlife.
- To learn about how Alfred the Great was able to resist and halt the advance of the Vikings (burhs).
- Learn about the establishment of Danelaw and how its influence can still be seen in our language and place names today.
- To understand how Athelstan came to be known as the first king of England and his continued campaigns against the Vikings.
- Learn about the Edward the Confessor, his death in 1066, and how this led to the Norman Conquest (Norman Conquest is covered in depth in KS3 so only requires a brief overview).

Area of study: Ancient Greece - Greek life and achievements and their influence on the western world

Specific Objectives and Knowledge:

- To have an overview of the chronology of Ancient Greece and how it fits in with the other periods learned about.
- Understand how the geography of Greece influenced its culture of city states.
- To have an understanding why Athens is considered the birthplace of democracy, its political system and legacy for modern political systems.
- To understand the day to day lives of citizens, non-citizens and children in Ancient Greece, including clothing, housing, diet, and compare these to other periods previously learned about.
- To learn about aspects of Greek culture that still have strong influences today including alphabet and language, architecture, art and mythology, and their influence on the western world.



- To have knowledge of some key battles against the Persians (including the battles of Thermopylae, Salamis and Marathon), where the Greeks had to defend their culture against invasion and what the consequences may have been had they lost.
- Understand how Hellenistic culture was spread through the conquests of Alexander the Great (link to end of Egyptian civilisation).
- Learn about the Ancient Greek Olympics and their legacy.

	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
<u>Skills in History</u>	<ul style="list-style-type: none"> • Know and sequence key events of periods studied. • Use relevant terms and period labels. • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Study different aspects of life between different people - differences between men and women, rich and poor. • Examine causes and results of great events and their impact on people. • Compare an aspect of life with the same aspect of another period. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources - establish fact of fiction based on evidence. • Offer some reasons as to why events may be portrayed differently. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information to support opinion or analysis. • Use the library and internet for research with increasing confidence.



Progression of knowledge and skills Year 6

Year 6 National Curriculum objectives: To study an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 (WWII). Study a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.

Building on prior knowledge of: Can recognise and identify reliable and unreliable sources. Can choose sources to back up ideas or answer simple historical questions.

Key vocabulary: decade, century, Holocaust, evacuee, Blitz, Anne Frank, star of David, Nazi, Jews, persecution, balanced argument, impression, propaganda, bias

Area of study: WWII – A significant turning point in British history – To study an aspect or theme of British history that extends pupil's chronological knowledge beyond 1066.

Specific Objectives and Knowledge:

- To have an overview of the chronology of the build up to WW2 and key events from WW1 through to 1939.
- To have an overview of some of the key event of WW2.
- To understand what day to day life was like for the majority of people prior to WW2 and how this was impacted for various groups as a result of the war including men, women and children.
- Understand what the Blitz was and the impact this had on Nottingham.
- To learn the reasons behind the evacuation of children and the what this entailed for the children involved.
- Identify the role of propaganda during WW2.
- Begin to understand how and why certain groups were persecuted by the Nazi's and the legacy of Anne Frank.

Area of study: The Benin (West Africa) Civilisation c.900AD-1300AD – Study a non-European society that provides contrasts with British history

Specific Objectives and Knowledge:

- To know how the chronology of the Benin civilisation fits in/around the other periods of history previously learned about.
- Know the geography of the Benin civilisation and how this could have influenced its culture.
- To understand key aspects of Benin culture including religious rituals and architecture.
- To compare the day to day of life of Benin (clothing, diet, jobs etc.) with those of people living in Britain at the time (Vikings and Anglo-Saxons).
- Identify some of the lasting legacies of Benin culture and their influence on the wider world and history



Area of study: Nottingham Castle - A study of a site dating from a period beyond 1066 that is significant in the locality

Specific Objectives and Knowledge:

- To have an overview of some significant, national events that occurred post 1066 in the context of Nottingham Castle.
- To learn about the origins of the castle built by William I in 1068 and the structure of the medieval castle subsequently built by Henry II and why it is so different to that seen today.
- To learn about Prince John's use of the castle and, upon returning from the Third Crusade, Richard I's siege as he put down his brother's rebellion.
- To learn about Edward III's coup d'etat against his mother (Queen Isabella) and Earl Roger Mortimer. (On trip to Nottingham castle)
- To learn some facts about the English Civil War, Nottingham Castle's role and how that eventually led to the destruction of the medieval castle at the end of the war.
- To learn about the building (1678) then destruction of the ducal mansion in 1831 during rioting linked to the Reform Bill and the context of the Industrial Revolution.
- To learn about the modern use of the site, including being opened as the first municipal museum of art in the country in 1878 and its role during WWII.

	<u>Chronological understanding</u>	<u>Range and depth of historical knowledge</u>	<u>Interpretations of history</u>	<u>Historical Enquiry</u>
<u>Skills in History</u>	<ul style="list-style-type: none"> • Place current study on timeline in relation other studies. • Use relevant dates and terms. • Sequence up to 12 events on a timeline. 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied. • Write another explanation of a past event in terms of cause and effect, using evidence to support. • Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations (fact or fiction and opinion). • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of the past. • Suggest omissions and means of finding out. • Bring knowledge gathered from several sources together into a fluent account.