



## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – History

### Features

- 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:
  - 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:
  - 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

• 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.

• 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.

• 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 <b>Understanding of the World</b>	Early Learning Goal <b>Past and Present</b>
<b>Early Years</b>	<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"> <li>• <i>Talk about the lives of the people around them and their roles in society;</i></li> <li>• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> </ul>



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National Curriculum Subject Content						
Strand	Within living memory	Beyond living memory	Lives of significant people	Local history		
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul>		
Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlements by Anglo Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Ancient Egypt</li> <li>Ancient Sumer</li> <li>Indus Valley</li> <li>Shang Dynasty of ancient China</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history choose one of:               <ul style="list-style-type: none"> <li>Mayan civilisation c. AD 900</li> <li>Islamic Civilizations including a study of Baghdad c. AD 900</li> <li>Benin (West Africa) c. AD 900-1300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Greek life and achievements and their influence on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<p><i>For detailed examples of the different areas within the subject content please refer to the National Curriculum document.</i></p>						

Strand	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
<b>Changes within living memory</b>	<ul style="list-style-type: none"> <li>HR.1 know about and discuss past events in their own life and in the lives of family members</li> <li>HR.2 know some facts about events or people from the past that they recall from stories they</li> </ul>	<ul style="list-style-type: none"> <li>H1.1 know about changes in living memory (last 100 years)</li> <li>H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life,</li> </ul>						



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	have read/heard.	music, toys and books)						
<b>Beyond living memory</b>	<ul style="list-style-type: none"> <li>HR.3 know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard</li> </ul>		<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>British history (Stone age to 1066)</b>	<ul style="list-style-type: none"> <li>H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army</li> <li>H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall)</li> <li>H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica)</li> <li>H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity)</li> </ul>	<ul style="list-style-type: none"> <li>H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland)</li> <li>H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>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 law and order into the country)</li> <li>H5.5 know about Viking raids, invasions and further invasions (including Danegeld)</li> <li>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</li> </ul>	



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							the Great and Athelstan)	
				<b>Beyond 1066</b>	H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in 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)			<ul style="list-style-type: none"> <li>• H6.1 know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in 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)</li> </ul>
				<b>Ancient civilisations</b>		<ul style="list-style-type: none"> <li>• 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</li> <li>• H4.6 know in depth about one of the</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• H6.4 know how that society provides contrast with British history</li> </ul>



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						following: Ancient Egypt.		
				<b>Ancient Greece</b>	•			<ul style="list-style-type: none"> <li>• H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens)</li> <li>• H3.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games)</li> </ul>
<b>Lives of significant people</b>	<ul style="list-style-type: none"> <li>• HR.4 know the names of people who are familiar to them and can describe their role</li> <li>• HR.5 know about a significant person from the local community</li> <li>• HR.6 know about a significant person from the past</li> </ul>	<ul style="list-style-type: none"> <li>• H1.3 know about a significant person from the past and where this would sit within a chronological framework</li> <li>• H1.4 know how the significant person contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul>					



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<b>Local history</b>	<ul style="list-style-type: none"> <li>HR.7 know and discuss past events in the local community</li> </ul>		<ul style="list-style-type: none"> <li>H2.4 know about a significant historical event, person and / or place in their own locality</li> </ul>	<b>Local study</b>				<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>HR.8 know how to ask simple questions, about images/stories from the past</li> </ul>	<ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul>	<ul style="list-style-type: none"> <li>H2.5 know how to ask a range of questions about artefacts and sources from the past</li> </ul>	<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>H3.5 know how to learn more about a historical period through asking relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these</li> </ul>	<ul style="list-style-type: none"> <li>H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</li> </ul>
<b>Interpretation</b>		<ul style="list-style-type: none"> <li>H1.6 know that memories are not always completely reliable</li> <li>H1.7 know to distinguish between fact and fiction (stories)</li> </ul>	<ul style="list-style-type: none"> <li>H2.6 know how to compare two different versions of the same account</li> <li>H2.7 know what sources are.</li> <li>H2.8 know how to use primary and secondary sources to find information</li> </ul>	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability</li> <li>H3.7 know how to compare information found in primary and secondary sources of information (including the internet)</li> </ul>	<ul style="list-style-type: none"> <li>H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented</li> <li>H4.9 know how to begin evaluating the usefulness of different sources of information</li> </ul>	<ul style="list-style-type: none"> <li>H5.8 know how to check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why</li> <li>H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period</li> </ul>	<ul style="list-style-type: none"> <li>H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why</li> <li>H6.8 know how to link sources and evaluate how conclusions have been made</li> </ul>



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<b>Chronology</b>	<ul style="list-style-type: none"> <li>• HR.9 know what year we are currently living in</li> <li>• HR. 10 know the days of the week</li> <li>• HR.11 know the year of their birth</li> <li>• HR.12 know words 'older' and 'younger'</li> </ul>	<ul style="list-style-type: none"> <li>• H1.8 know the months of the year</li> <li>• H1.9 know the month and year of their birth</li> <li>• H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later)</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• H2.10 know their full date of birth.</li> <li>• H2.11 know what a timeline is and how it shows the passing of time</li> </ul>	<b>Chronology</b>	<ul style="list-style-type: none"> <li>• H3.8 know how Britain changed between the beginning of the stone age and the iron age</li> <li>• H3.9 know what B.C. means and that it can also be referred to as B.C.E.</li> <li>• H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E.</li> <li>• H3.12 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'</li> </ul>	<ul style="list-style-type: none"> <li>• H4.10 know what A.D. means and that it can also be referred to as C.E.</li> <li>• H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E</li> <li>• H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>• H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline</li> <li>• 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</li> <li>• H4.15 know and chart some of the key periods within ancient civilisations and note the differences between them</li> <li>• H4.16 know and make links between two overlapping periods of</li> </ul>	<ul style="list-style-type: none"> <li>• H5.10 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</li> <li>• H5.11 know and represent the changing state of Britain throughout the years leading up to 1066</li> <li>• H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</li> <li>• H5.13 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• H6.9 know how to timeline the changes in British history beyond 1066</li> <li>• H6.10 know and represent the changing state of Britain beyond 1066</li> <li>• H6.11 know how to produce a timeline of the history within the local area over a period of 100 years</li> </ul>



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						history, such as between The Egyptians and The Romans • H4.17 know the duration of different civilisations and represent this on a timeline		