

History Knowledge Progression 2022-2023

Year Group	Substantive Knowledge (core knowledge in bold) and Primary Concepts:	Disciplinary knowledge/Second Order Concepts:	Vocabulary
EYFS	<p>Trade Monarchy Settlement Imigration Invasion Religion Government</p> <p>Trade - role play areas (shops/cafe) Monarchy - stories - kings and queens Settlement - my home, our school Government - Values, rules, Smarden learning charter - rights and responsibilities</p> <p>Begin to make sense of their own life-story and family history.</p>	<p>Chronological knowledge/understanding</p> <ul style="list-style-type: none"> use everyday language related to time - order and sequence familiar events describe main story settings, events and principal characters <p>Historical enquiry - using evidence/communicating ideas</p> <ul style="list-style-type: none"> be curious about people and show interest in stories answer how and why questions explain own knowledge and understanding and ask appropriate questions know that information can be retrieved from books and computers record, using marks they can interpret and explain 	<p>before, after, young, old, days, weeks, months, years</p>
Year 1	<p>Trade - shops and how they have changed over time Monarchy - Queen Elizabeth II Settlement - homes and how they have changed Religion - Churches in Smarden, different faiths Government - link to monarchy in Britain and Gunpowder Plot, rights and responsibilities</p> <p>NC: Changes within living memory NC: Significant historical events, people and places in their own locality</p> <p><u>Unit - The Story of Smarden (houses, homes and shops)</u> <u>How has my High Street changed?</u></p> <ul style="list-style-type: none"> Houses and homes and our high street have changed (in Smarden) over time and look different. Focus on the last 50 years. Homes are different around the world. Different materials have been used to build homes. Objects inside a home/in the street can tell us about people and how they lived e.g. furniture, number of vehicles, shop names, clothes. Shopping has changed due to refrigeration and computerisation. <p>Sources to include maps and photographs.</p> <p>Bonfire night <i>mini-topic</i> - commemorating the failure of the Gunpowder Plot of 1605. Prepare for the next unit. Significant person - Guy Fawkes.</p>	<p>Year 1 Mastery</p> <ul style="list-style-type: none"> Sequence events and artefacts into chronological order. Sort artefacts into 'then' and 'now' Ask and answer questions related to a range of different sources Use a range of sources to find out about people and what they did in the past Able to represent the past in different ways (photos, stories, ICT, drama, timelines, drawing) and distinguish between fact and fiction <p>Year 1 Mastery with Greater Depth</p> <ul style="list-style-type: none"> Recall and sequence several events and artefacts into a chronological order Sort artefacts into 'then' and 'now' Ask and answer questions related to a range of different sources, with confidence and little support Use a range of sources to find out about people and what they did in the past (with support). Start to show empathy give reasons for people's actions and events Able to represent the past in different ways (photos, stories, ICT, drama, timelines, drawing) and confidently distinguish between fact and fiction 	<p>monarch, recently, now, later, a long-time ago, past, present, future, timeline</p>

NC: Events beyond living memory that are significant nationally or globally
NC: The lives of significant individuals in the past who have contributed to national and international achievements

Builds on previous unit (buildings including houses, homes and shops)

Unit - The Great Fire of London (Samuel Pepys and King Charles II)
What happened to London during the fire of 1666?

- **The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.** Understand how this date fits within a chronological framework.
- The fires used for baking were not put out properly.
- **In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread.** It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. (*Link to previous unit*).
- People used leather buckets and water squirts to try to put the fire out, but these did not work.
- **Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.**
- By Thursday 6th September, the wind had died down. This meant that people were able to put out the fire.
- **Samuel Pepys kept a diary which gives us information about what it was like during the Great Fire.**
- Firefighting has changed a lot and is much more effective now. The first fire brigade was established after the Great Fire of London.
- Houses are often built with brick now so fires would not spread as quickly.
- Bakeries nowadays are often built with brick so fire would not spread as quickly.
- Over 13000 houses were destroyed and 6 people died.

NC: Changes within living memory
NC: Significant historical events, people and places in their own locality

Unit - Queen Elizabeth II (Introduce concept of monarchy - King/Queen/ruler - part of royal family)

- **Queen Elizabeth II is a British Monarch.**
- **Queen Elizabeth II became queen when her father the King died** (King George).
- **Lots of changes have taken place in the Queen's life** (technology, houses and homes etc).
- **The Queen is important in our lives today** (stamps, coins, post-boxes).
- The Queen was crowned in 1952 at her coronation, this was a grand occasion.

	<ul style="list-style-type: none"> Buckingham Palace is the London home of Queen Elizabeth. <p>Children will make progress in history by:</p> <ul style="list-style-type: none"> discussing different ways the past has been represented show their understanding of similarities and differences between their lives and those of adults around them be able to answer a historical question recognise there are different viewpoints using a range of sources (including an eyewitness account) develops chronological awareness <p>Link to future units:</p> <ul style="list-style-type: none"> small events can lead to a major unplanned result disasters can have benefits in the longer term different people act differently when faced with catastrophe events can be portrayed in different ways 		
Year 2	<p>Trade - explorers, currency of exchange, debts, something scare worth more, introduce trade routes, profit, slave trade Monarchy - change in Monarch - changes in childhood Settlement - travel - change in transport Immigration - travelling on the Titanic - better life Invasion - remembrance day Religion - Christopher Columbus and Catholicism Government - rights and responsibilities - Jigsaw and Smarden Charter, opportunities to vote e.g. book</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements Unit - Explorers - How important was Christopher Columbus and Neil Armstrong as explorers? <u>Who are explorers and where have some explorers travelled in different periods of time?</u></p> <ul style="list-style-type: none"> Explorers travel away from home. Explorers find out more about new places they visit. Explorers see different landscapes, taste different foods, they sometimes wear special clothes and meet different people. Neil Armstrong was the first man to walk on the moon. Christopher Columbus was a famous explorer who sailed the seas to many countries. Amy Johnson Herne Bay first woman to fly solo from London to Australia. She disappeared just off the course of Herne Bay. Amelia Earheart was the first woman to fly solo across the Atlantic Ocean. <p><i>Remembrance day mini-topic (November).</i></p> <ol style="list-style-type: none"> Why are people wearing poppies this week? Who do we remember on Remembrance Day? Why do we have Remembrance Day? 	<p>Year 2 Mastery</p> <ul style="list-style-type: none"> Sequence events, photos and artefacts into chronological order for different periods of time Use a wide range of sources and ask and answer a range of questions Recognise and understand the actions of people and why events happened, developing empathy Compare photographs of people and past events to identify differences in ways of life Identify different ways in which the past is represented <p>Year 2 Mastery with Greater Depth</p> <ul style="list-style-type: none"> Recall and sequence several events with accuracy Use a wide range of sources to ask and answer questions with confidence Recognise and explain the actions of people and why events happened, showing empathy Compare photographs of people and past events to identify differences in ways of life Start to hypothesise about different ways in which the past is represented 	decade, century, trade, sources of evidence, explorer

	<p>4. <i>What happens on Remembrance Day?</i> 5. <i>Why is it important to remember?</i></p> <p>NC: Events beyond living memory and significant historical events Unit - The RMS Titanic <u>What was the Titanic?</u> <u>Why did people travel on the Titanic?</u> <u>What was life like on board the Titanic?</u> <u>Why did it sink? What sources of evidence are there?</u> <u>What changes did it lead to?</u></p> <ul style="list-style-type: none"> • The Titanic was a British passenger liner that sank in the North Atlantic Ocean in 1912 after striking an iceberg during her maiden voyage from Southampton to New York City. Biggest ship at the time and considered to be the most luxurious. • Many people died. Of the estimated 2,224 passengers and crew aboard, more than 1,500 died. • People were travelling for lots of different reasons including businessmen, holidaymakers and a lot of families were travelling to make a better life for themselves in America. • Life onboard depended on who you were and how much money you had (first, second and third class). • Many people said it was unsinkable. • There were not enough lifeboats. <p>NC: Changes within living memory Unit - Changes through time - Childhood - school, toys, transport, holidays, food, technology (photographs) How have holidays changed? How has a trip to the seaside changed over time? Changes - food, transport and activities.</p> <p>Link to future units:</p> <ul style="list-style-type: none"> • Understanding sources of evidence and different perspectives. 		
<p>Years 3 and 4</p>	<p>Trade - Evidence of trade e.g. flint, swords, materials. Monarchy - Who led the Stone Age/Iron Age people - what evidence is there/symbols of power? Julius Caesar - Dictator of the Roman Empire. Roman kings and emperors. Settlement - Stone Age to Iron Age houses and settlements, Immigration - Immigrants brought new animals and crops to Britain - what was the impact of immigration on settlements Invasion - Roman invasion of Britain Religion - Romans had many gods - compare to other religions/belief systems Government - Roman Republic - democracy how does this link to modern Britain? School? British values.</p> <p>NC: Changes in Britain from the Stone age to the Iron age</p>	<p>Year 3 Mastery</p> <ul style="list-style-type: none"> • Recall and sequence several events on a timeline, and order artefacts, with accuracy • Use and evaluate a wide range of sources and theories, and ask and answer a range of questions • Compare and contrast the lives of people from the period studied to the present day • Identify similarities and differences between periods of time <p>Year 3 Mastery with Greater Depth</p> <ul style="list-style-type: none"> • Recall and sequence several events on a timeline, and order artefacts, with accuracy 	<p>Settlement, immigration, invasion, government, artefacts, BCE (before common era), CE (common era), BC, AD, during, empire, period, millennium</p>

<p>Unit - Changes in Britain from the Stone age to the Iron Age <u>What was new about the New Stone age?</u> <u>Which was better, bronze or iron?</u></p> <ul style="list-style-type: none"> • People have been living in Britain for a long time. • There are many changes but also many continuities e.g. little change in houses, house-building or settlement size. • For most of the period there is no written evidence, most of our evidence comes from archaeologists. • The Stone Age to the Iron Age covers around 10,000 years. • The Stone Age can be divided into 3 periods: Paleolithic (old stone age), Mesolithic (or Middle Stone) and Neolithic (or New Stone Age). • The Stone Age was when early humans used tools made from stone, flint and wood. • Stone age people were hunter-gatherers and were spread out rather than living close together. • The Bronze Age began when settlers arrived from Europe to Britain - this is when humans started using metal. They brought new animals and crops with them. • These settlers brought with them ways of making tools and weapons from bronze. • The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. • The Iron Age lasted from 800 BC until the Roman invasion (AD 43). They made tools from iron. <p>Local link - <i>Crundale Bronze Age Hoard.</i></p>	<ul style="list-style-type: none"> • Evaluate a wide range of sources and theories, to ask and answer questions with confidence • Compare and contrast the lives of people from the period studied to the present day • Identify and explain similarities and differences between periods of time. • Start to hypothesise about reasons for changes within the period studied 	
<p>NC: The Roman Empire and its impact on Britain Unit - The Roman Empire and its impact on Britain <u>When did the Romans invade and why?</u> <u>Did the native Britons welcome or resist the Romans, and why?</u> <u>How did the Romans influence the culture of the people already here?</u></p> <ul style="list-style-type: none"> • The Romans attempted to invade twice before they were successful. • Julius Caesar led the first 2 attempts and Emperor Claudius led the final attempt. • They wanted to control the minerals and exports from the country. • The Roman Army was well-trained and disciplined. • Boudicca (Ancient Queen) led a revolt against the Romans. • The Romans built heavily defended forts including Hadrian's wall. • The Romans influenced the culture including language, the calendar, laws and the census. <p>Local link - <i>The biggest battle was fought on the banks of the River Medway, close to Rochester. The Romans crossed the Channel in three divisions, landing at Richborough, Dover, and Lympne.</i></p> <p>Children will make progress in history by:</p> <ul style="list-style-type: none"> • conclusions must be based on evidence - new evidence can 	<p>Year 4 Mastery</p> <ul style="list-style-type: none"> • Recall and place people, dates and events on a timeline with accuracy. Use terms related to that period. • Use and evaluate a wide range of sources and ask and answer a range of questions • Summarise and describe cause and effect of an event and give reasons for changes in the period studied • Identify different ways in which the past can be represented or interpreted <p>Year 4 Mastery with Greater Depth</p> <ul style="list-style-type: none"> • Recall and place people, dates and events on a timeline with accuracy. Start to make comparisons between different times • Evaluate a wide range of sources, ask and answer questions, and make judgements on evidence gathered • Draw on evidence to confidently explain the causes of key events and the impact on people • Identify and describe cause and effect of an event and give reasons for changes in the period studied • Start to hypothesise why past is represented and interpreted in different ways 	

	<ul style="list-style-type: none"> change the way we look at the past begin to question the significance of events appreciate the way historians put together arguments and ideas by using a wide range of evidence begin to think about cause and consequence investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based understand why sources might not be accurate understand that we must be critical when assessing sources appreciate how historians and archaeologists make deductions about what has happened in the past research independently <p>Link to past units:</p> <ul style="list-style-type: none"> new inventions can have dramatic impacts on the way people live and work - sometimes continuities are as important as the change <p>Link to future units:</p> <ul style="list-style-type: none"> Year 6 The Maya were a stone age culture too. Parallels drawn and differences explored between the stone age in Britain and the Stone age in Mesoamerica. 		
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<p>Year 5</p>	<p>Trade - Vikings did not use money but valued silver - sold slaves, animal furs. Were vikings raiders or traders?</p> <p>Monarchy - King Alfred of Wessex/ Anglo Saxon and Danish Kings Settlement - Saxons, Vikings came from a range of places</p> <p>Immigration - revisit concept from last year - movement from one country to another - benefits</p> <p>Invasion - Saxons and vikings raid - as a result of conflict new kingdoms formed</p> <p>Religion - Christian conversion, multiple Gods - Ancient Egyptians</p> <p>Government - responsibility and changes</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>NC: A local history study - Canterbury, Christian Conversion (changes in religious belief) and Smarden Place Name</p> <p><u>Unit: The effects of Anglo-Saxon, Viking and Scots settlement in Britain</u></p> <p>- <i>Emphasis is placed on co-operative dimensions and inter-relatedness of societies - it is not all about feud and conflict - all have made positive contributions to this country.</i></p> <p><u>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</u></p> <p><u>How well did the Anglo-Saxons and Vikings get on with each other?</u></p> <p><u>What was life really like in Anglo-Saxon and Viking Britain?</u></p> <p><u>What did the Anglo-Saxons and Vikings leave behind?</u></p> <ul style="list-style-type: none"> Saxons, Vikings and Scottish settlers came from a range of 	<p>Year 5 Mastery</p> <ul style="list-style-type: none"> Map the current area of study on a timeline in relation to other periods Identify a range of primary and secondary sources to find out about an aspect of the past Use factual knowledge to describe the impact of an event of people, making connections with different periods Summarise reasons for and the impact of historical events and changes within a period of time <p>Year 5 Mastery with Greater Depth</p> <ul style="list-style-type: none"> Map the current area of study on a timeline in relation to other periods, making comparisons between different times Evaluate primary and secondary sources to make statements about the time studied Elaborate on factual knowledge when describing an event and the impact on people Use evidence to hypothesise about reasons for historical events and changes within a period of time Appreciate that there are differences in how the past has been represented 	<p>ancient, civilisation, era,</p>
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- places and sometimes travelled long distances.
- **The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over several centuries. Often they arrived to raid but often settled.**
 - **They came for a range of reasons partly because of pressure in their homelands but also because of the wealth expected in the new lands.**
 - The Anglo-Saxons settled in Britain when the Romans left in AD 410.
 - The Anglo-Saxons were warrior-farmers and came from North Western Europe.
 - The Vikings had left Scandinavia to set out on an expedition to raid and settle in Britain.
 - The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting.
 - Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended. (Example - Lindisfarne).
 - King Alfred of Wessex (case study), also known as Alfred the Great, initially fought the Vikings, also known as the Danes, but then peace was agreed and the country was divided. Wessex and Danelaw were created to eventually be united into a united English kingdom.
 - As a result of the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.
 - England was ruled by Anglo-Saxon kings as well as Danish kings.
 - The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Local link - *Viking ship at Pegwell Bay.*

NC: The achievements of the earliest civilisations (Ancient Egypt)

Unit: How did the civilization of Egypt wax and wane?

Who built the Great Pyramid at Giza?

Why did Hatshepsut send an expedition to Punt?

What did Akhenaten do that made him so hated?

What happened to Akhenaten's successors?

Why do we remember Ramesses II?

How did Ptolemy II contribute to trade?

How did the civilisation of Egypt end?

- **Ancient Egypt was an ancient North African civilization. Due to the richness offered by the River Nile, this civilization expanded and developed significantly**
- **The ancient Egyptians built pyramids (including the Great Pyramid at Giza) which were stone tombs for Egypt's Kings - the pharaohs (including Tutankhamun).**
- **The Nile was used to trade items (e.g. frankincense and papyrus).**
- **The ancient Egyptians believed in many gods, Ra 'god of the**

	<p>sun' was the most important.</p> <ul style="list-style-type: none"> • Cleopatra was the last active ruler. • <i>Children to build up core knowledge based on enquiry and project focus.</i> <p>Children will make progress in history by:</p> <ul style="list-style-type: none"> • increased competence in historical enquiry and sense of chronology and duration • understand cause, consequence and motivation - why some things succeed and others fail • understand change, continuity, progression and regression • increased confidence in comparing and contrasting • and understanding the nature and use of evidence <p>Link to past units:</p> <ul style="list-style-type: none"> • People have been coming to Britain from other societies for a long time. • Settlement can involve tension and contribute to the development of culture and ways of life. • These societies are built on earlier societies e.g. Romans - Christianity. They do not exist in a vacuum. <p>Link to future units:</p> <ul style="list-style-type: none"> • The Ancient Greeks also had myths and legends - year 6. 		
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<p>Year 6</p>	<p>Trade - Within and outside of Greece, maritime trade - Maya people (Cocoa beans) Monarchy - Alexander the Great - ruler Settlement - influences from other cultures Immigration - influences from other cultures - can bring social, economic and cultural benefits Invasion - influences from other cultures Religion - Ancient Greece - many gods - polytheists Government - Ancient Greece - democracy founded</p> <p>NC: Ancient Greece A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Unit: Ancient Greece: life, achievements and its legacy <u>How can we find out about the civilisation of Ancient Greece?</u> <u>Can we thank the Ancient Greeks for anything in our lives today?</u></p> <ul style="list-style-type: none"> • Athens and Greece is where democracy is considered to have been founded. • In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shape our modern society along with science, language and maths. • Greek religion was very important in Ancient Greece. They 	<p>Year 6 Mastery</p> <ul style="list-style-type: none"> • Map the current area of study on a timeline in relation to other periods • Analyse a range of primary and secondary sources to find out about an aspect of the past • Use factual knowledge to describe past societies, periods and events, making connections between them • Summarise the beliefs and behaviour of people, recognising difference in views and feelings <p>Year 6 Mastery with Greater Depth</p> <ul style="list-style-type: none"> • Evaluate the usefulness of primary and secondary sources and consider how conclusions were made • Use a range of sources to generalise about an aspect of the past, suggesting inaccuracies and missing information • Elaborate on factual knowledge when describing past societies and periods and make links between them • Use evidence to hypothesise about reasons for historical events and actions of individuals • Appreciate that there are differences in how the past has been represented 	<p>social, religious, political, technological, cultural to describe key changes</p>
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were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.

- Recall some Gods and goddesses:
 - Zeus: King of the Gods and god of the sky.
 - Hades: Brother to Zeus, God of the underworld.
 - Poseidon: Brother to Zeus, God of the sea and earthquakes.
 - Athena: Daughter of Zeus, Goddess of war and wisdom.
 - Hera: Wife of Zeus, Goddess of Marriage.
 - Artemis: Daughter of Zeus, Goddess of the hunt and Moon.
 - Apollo: Son of Zeus, Messenger God and God of music and the Sun.
 - Ares: Son of Zeus, God of war
- **Greek mythology were epic stories about Greek gods, passed down over generations.**
- Recall some myths and legends. The Greeks had many famous myths and legends – these include:
 - The Labours of Hercules
 - Jason and the Argonauts
 - Theseus and the Minotaur
 - The Iliad (The legend of Troy)
 - The Odyssey
 - Pandora's Box
- Much of Ancient Greek culture was inscribed on amphoras. This included daily life, culture, historical events, religious inscribing's and many myths and legends.
- **Alexander the Great, was a king of the Ancient Greek kingdom of Macedonia.** He ascended to the throne in 336 BC.
- Alexander the Great inherited an army from his father, Philip II of Macedon, and used it to conquer Persia, Egypt and up to Egypt. He was undefeated in battle and died at the age of 32 in Babylon.
- Greek culture heavily influenced the Roman civilisation who copied much of their religion, art, food and literature.

NC: A non-European society that provides contrasts with British History (Mayan Civilisation AD 900)

Unit: Why should we study the Maya?

Where and when did the Maya live?

What was Maya writing like?

How did the Maya tell the time?

What numbers did the Maya use in maths?

Did the Maya play fireball like us?

How do we know about the Maya?

- *The ancient Maya had many remarkable achievements - children to*

	<p><i>identify core knowledge for this unit.</i></p> <p>Children will make progress in history by:</p> <ul style="list-style-type: none"> ● increased confidence and competence in understanding change, continuity and significance ● understand how the periods of history taught, fit into the broader chronological framework set out for KS2 ● increased independence e.g. posing their own questions and organising their own work ● use a wider range of evidence to produce conclusions and assess the usefulness of some of that evidence such as Greek myths and legends ● make contrasts between non-European society with British History ● make deductions from artefacts rather than written evidence and the difficulties this creates ● <u>move away from applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures - understand in an empathetic way</u> <p>Link to past units:</p> <ul style="list-style-type: none"> ● Greek culture was heavily influenced by the Romans. ● Maya - link to Stone Age societies. ● Compare Mayan and Egyptian writing. <p>KS3:</p> <ul style="list-style-type: none"> ● identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. ● use historical terms and concepts in increasingly sophisticated ways. -pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response ● understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed 		
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