



History Progression of Knowledge & Skills – St Mark’s CofE Primary School 2023-24



EYFS Early Learning Goals	KS1 National Curriculum		KS2 National Curriculum			
<p>‘Past and Present’</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented 		<ul style="list-style-type: none"> - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. - They should understand how our knowledge of the past is constructed from a range of sources. 			
Year R	Year 1 Toys Through History History of transport - Thornycroft	Year 2 The Great Fire of London Florence Nightingale & Mary Seacole Neil Armstrong	Year 3 The Stone Age to Iron Age The Romans	Year 4 The Ancient Egyptians Anglo-Saxons The Vikings	Year 5 Ancient Greece Windrush The Tudors	Year 6 The Mayans World War II
<ul style="list-style-type: none"> - Starting school - My new class - How I have changed? - Who was Mary Anning? - Who lived in a castle? - Who was Neil Armstrong? 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally - the Great Fire of London - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age-The Stone Age - The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> - Britain’s settlement by Anglo-Saxons and Scots - The achievements of the earliest civilisations-Ancient Egypt - Britain’s settlement by Anglo-Saxons and Scots – The Vikings 	<ul style="list-style-type: none"> - Ancient Greece - a study of Greek life and achievements and their influence on the western world - An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality, The Tudors 	<ul style="list-style-type: none"> - A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066 – A significant turning point in British history – World War II - A non-European society that provides contrasts with British history – The Mayans

History Key Knowledge:

To be a successful historian and master the History children will become fluent with their key knowledge of each historic event:

Year R	<ul style="list-style-type: none"> - I can explain how I have changed since I was a baby - I can talk about myself in the past tense when describing me when I was younger 	<ul style="list-style-type: none"> - I can explain that dinosaurs lived a long time ago - I understand that a fossil is an old dinosaur bone 	<ul style="list-style-type: none"> - I understand that castles are 100's of years old - I understand that castles have turned to ruin 	
Year 1	<p><u>Toys through History</u></p> <ul style="list-style-type: none"> - My grandparents toys were usually made from wood and metal. - some toys have been used across generations to play with such as scooter, teddy bears. - Materials are often what has changed in more modern toys - People have always played with toys. - Lego was invented in 1958 	<p><u>History of Transport</u></p> <ul style="list-style-type: none"> - Name 2 land transports: car/ bus/ motorbike/ train - Name 2 air transports: plane/ rocket/ wright flyer - Name 2 water transports: boat/ hovercraft/ submarine - Thornycroft is a car factory. - In 1898 Thornycroft factory opened in Basingstoke. 		
Year 2	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> -The fire started in Thomas Farriner's bakery - It started on Sunday 2nd September and lasted until Thursday 6th September 1666 - Samuel Peeps wrote a diary and this is why we know so much about the fire. - Houses were pulled down to help prevent the fire from spreading. - The fire spread fast because the houses were built close together and many made of wood and straw roofs. - St Paul's Cathedral was destroyed in the fire. - After the fire, King Charles II ordered buildings built further apart. 	<p><u>Florence Nightingale & Mary Seacole</u></p> <ul style="list-style-type: none"> - Florence Nightingale and Mary Seacole were nurses in the Crimean War - Florence Nightingale was from Florence, Italy. - Mary Seacole was from Kingston, Jamaica. - The Crimean war lasted between 1854 - 1856 - Florence Nightingale improved the hospital she worked in and others - Florence's biggest achievement was setting up a training academy for nurses - Florence Nightingale was the first lady to receive an order of merit. 	<p><u>Neil Armstrong</u></p> <ul style="list-style-type: none"> - President John F Kennedy wanted to put a man on the moon - Apollo 11 was the name of the mission that landed on the moon. - Apollo 11 landed in July 1969 - The rocket was called Saturn V - The first man to walk on the moon was Neil Armstrong - The other astronauts on the mission were Buzz Aldrin and Michael Collins. - It took 76 hours to get to the moon. - A famous line 'That's one small step for man, one giant step for mankind' 	
Year 3	<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> -To name the three Stone Age eras: Neolithic/ Paleolithic/ mesolithic -To know how Stone Age life changed when they learnt to farm. Settled down and made homes more permanent. -To be able to name the three time periods Stone Age/ Bronze Age/ Iron Age -To be able to share at least one thing that changed in each of the periods. Weapon material/ Housing materials/ Learning how to make bronze/ Iron 		<p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> - The Romans arrived in Britain in 43AD and had new ideas of how to live. - Boudicca was the Celtic Queen who fought the Romans. - Roman towns were laid out in a grid. In the middle was the forum where people came to rule. - Before Romans came, very few people could read or write in Britain. - 410AD Romans left Britain and returned to Rome. - Romans invented straight roads all across the land to increase trade movements. 	
Year 4	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> -The Anglo-Saxon people came from Denmark, The Netherlands and Germany and settled into 7 kingdoms across England. -The Anglo-Saxons invaded for several reasons including more land for farming, food and even the weather. -A push factor is where someone is forced to leave. -A pull factor is where someone wants to leave. -The kingdom of Mercia was the most important of all 7 kingdoms because it was the most powerful and wealthy. -Many Anglo-Saxon people were pagans before converting to Christianity. 	<p><u>The Vikings</u></p> <ul style="list-style-type: none"> - Alfred was a Saxon King - Alfred the Great earned this title by defeating the Viking army in 878 - The word Viking means raider. - Vikings were also traders and settlers in the later period. - The Vikings attacked England from Scandinavia. - The Vikings settled in the East. - They were highly skilled shipbuilders, taking them vast distances across dangerous seas. - They did not worship a single god. 	<p><u>Ancient Civilisations- focus Ancient Egypt</u></p> <ul style="list-style-type: none"> - Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform. - Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago. Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves. - The Egyptians worshiped hundreds of gods, many represented by animals. - Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops. - We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process. - Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids? 	

<p>Year 5</p>	<p><u>Tudors</u></p> <ul style="list-style-type: none"> - Analyse paintings of Henry VIII to understand how his propaganda wanted people to think of him as strong, powerful and in control. - Henry VIII needed to break away from the Catholic church and Rome so he could divorce Catherine of Aragon. - One of the reasons Henry VIII married six times was because he wanted a strong heir to the throne. 	<p><u>Black & British</u></p> <ul style="list-style-type: none"> - In 1948, Britain was starting to recover from World War 2. Thousands of buildings had been bombed and lots of houses were destroyed – it all needed to be rebuilt. - Many Caribbean men and women had served in the British armed forces because at the time, many West Indian islands were still under British rule (empire) and not yet independent - After the war, many Caribbean people answered an advert to come to Britain, where there were many different jobs to do. Other people just wanted to see Britain. - An advertisement had appeared in a Jamaican newspaper offering cheap transport on a ship for anybody who wanted to come and work in the UK - 21 June 1948 - The Empire Windrush docked at Tilbury, Essex carrying 1,027 passengers (and 2 stowaways), mainly from the Caribbean, hoping for a new life in Britain. - Between 1948 and 1970, nearly half a million people left their homes in the West Indies to start a new life in the UK. - more than three million people were forced into slavery by British traders. - whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a ‘sweet tooth 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> - The Greeks started the Olympic Games almost 3000 years ago in 776 BC. They were held every 4 years for over a thousand years. This inspired the Olympics today. -A huge number of our words come from the Greek language - 41,614 in fact! - Greek philosophers were "seekers and lovers of wisdom". They studied the world around them using logic and reason. Famous philosophers included: Pythagoras, Aristotle, Herodotus, Socrates and Plato. - They introduced the idea of voting to decide on leaders and laws. This process is still used today. Women are allowed to vote nowadays though, it was only men in Ancient Greek times
<p>Year 6</p>	<p><u>World War II</u></p> <ul style="list-style-type: none"> - ‘Blitz’ is a shortened term for the German word ‘Blitzkrieg’ or ‘Lightning War’. - Britain stood firm against German attack through Dunkirk evacuation, Home Guard evacuation, gas masks, air raid shelters and rationing. - Understand that there were many different experiences for evacuees. -Understand that propaganda was used throughout WW2 to promote a political cause or point of view. -Basingstoke was very lucky not to be heavily bombed throughout WW2 unlike other Hampshire towns. – Every man, woman and child was given a ration book with coupons. Basic foodstuffs such as sugar, meat, fats, bacon and cheese were directly rationed by an allowance of coupons. 	<p><u>The Mayans</u></p> <ul style="list-style-type: none"> - Centered around the countries now known as Guatemala and Mexico, the Maya Empire was at its most powerful around 600 A.D. - The Maya are known for their skilled agriculture, pottery, hieroglyphic writing, calendar making and mathematics. They left behind an impressive amount of architecture and symbolic artwork. - The Maya were deeply religious and worshiped various gods. They performed elaborate religious rituals and ceremonies in order to please them. - Their way of farming was based on the climate. After months of scorching sun would come heavy rains. This meant that the Maya would go into the forest in the dry season and fell a number of trees, leaving them there where they landed. The hot sun would then dry the trees which in turn would be burned – hence the term slash and burn. With the land cleared in time for the rainy season, the Maya would then plant seed when the rain started. When the rains ended the ripe corn would be harvested. 	

MAIN - Key Skill - Historical Enquiry

An effective historian uses historical enquiry to ask/answer questions using sources to find answers and show understanding.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To be able to sort objects by their differences. - Draw on own experiences and what has been read to them. 	<ul style="list-style-type: none"> - Sort objects into past and present. - Talk about similarities and differences between historic sources. - Ask and answer questions related to objects or sources. 	<ul style="list-style-type: none"> - Collect information from different simple sources to ask questions about past people of events. - Explain events and actions. - Use Why, what, who, how and where questions. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period in time. - Describe how sources reveal important information about the past. - Recognise that we draw conclusions from different sources. 	<ul style="list-style-type: none"> - Describe and question the origins and purpose of sources. - Ask a variety of questions in order to gain a deeper understanding. - Know how to find, select and gather different information and sources. 	<ul style="list-style-type: none"> - Begin to identify primary and secondary sources. - Be able to explain why a source might be unreliable giving reasons. - Have simple reasoned arguments and different aspects of a period of time. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Give a fluent account of knowledge gathered that has been found in several sources. - Question source reliability considering why conflicting information might occur.

MAIN - Key Skill - Chronology

An effective historian sequences events & objects using chronological vocabulary

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Talk about the difference between past and present and old and new. - Use vocabulary like yesterday, last week, last night etc. 	<ul style="list-style-type: none"> - Create simple timelines to sequence events or objects linked to unit. - Use vocabulary linked to the past, then and now, old and new. 	<ul style="list-style-type: none"> - Sequence artefacts, photos and events describing key events in the lives of those they are studying. 	<ul style="list-style-type: none"> - Place Historic time studied on a timeline. - Sequence artefacts and events. - Begin to use vocabulary such as AD/BC or BCE/CE 	<ul style="list-style-type: none"> - Begin to understand historical periods overlap each other and vary in length - Use confidently vocabulary such as AD/BC or BCE/CE 	<ul style="list-style-type: none"> - Place current study on timeline in relation to previous studies. - Use relevant terms and period labels. - Make comparisons. 	<ul style="list-style-type: none"> - Use relevant dates and terms. - Accurately sequence civilisations/ periods studies. - Take account of overlaps in duration between periods studied.

MAIN - Key Skill - Change and Continuity

An effective historian understands the similarities and differences between events, societies, periods in history

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Recognise some differences and similarities between past and present in their own and others' lives. - Draw from experiences and stories read in class. 	<ul style="list-style-type: none"> - Compare similarities and differences about individuals or items (such as toys) from the past. - Match old objects to people or situations. 	<ul style="list-style-type: none"> - Describe what has changed as the result of an event or an Individual. Link to city design after the Great Fire of London. 	<ul style="list-style-type: none"> - Compare lives of people from the distant past to our own and identify differences. - Describe some changes over a period of time and identify things that stayed the same. 	<ul style="list-style-type: none"> - Describe and give some examples of a range of changes at different points in historic timeline. - Identify the things that stayed the same. 	<ul style="list-style-type: none"> - Give reasons and examples of why change happened during a particular event/ period. - Deepen understanding of trends/themes over time. 	<ul style="list-style-type: none"> - Evaluate similarities and differences between studied civilisations and our own. - Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences.

Additional Key Skill - Characteristic Features

An effective historian understands the characteristic features of the period, person or event studied

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Recognises that buildings, clothing, transport or technology could be different in the past. - Show awareness of significant features not seen today. 	<ul style="list-style-type: none"> - Recognises and describes, in simple terms, some characteristic features of a person or period studied. - Increasingly use period specific language in explanations. 	<ul style="list-style-type: none"> - Describe main features associated with the period/ civilisation studied, mostly using period specific language. 	<ul style="list-style-type: none"> - Gives simple explanations that not everyone in the past lived the in same way. - Consistently uses period specific language in explanations. 	<ul style="list-style-type: none"> - Understand that some past civilisations in different parts of the world have some important similarities. - Identify and make links between significant characteristics of a period/ civilisation studied and others studied previously. 	<ul style="list-style-type: none"> - Contrast and make some significant links between civilisations/periods studied. - Give reasoned explanations with reference to significant examples of some connections between the ways of life in different civilisations and periods studied.

Additional Key Skill - Cause and Consequence

An effective historian understands the concepts of cause and consequence including short term and long term effects

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Draw from experiences and stories read in class and the cause and consequence from characters. 	<ul style="list-style-type: none"> - Give simple explanations for why a person from the past acted as they did. - Discuss the consequences of the actions taken in the past. 	<ul style="list-style-type: none"> - Describes in simple terms the causes and/or consequences of an important historical event offering more than one example of its results. 	<ul style="list-style-type: none"> - Describes the causes and/or consequences of an important historical event offering more than one example of its results. 	<ul style="list-style-type: none"> - Describe with simple examples different types of causes seeing that events happen for different reasons not just human action. 	<ul style="list-style-type: none"> - Explain consequences in terms of immediate and longer term effects and/or that people were affected differently. - Link causes or explain that one cause might be linked to another making an event much more likely to happen. 	<ul style="list-style-type: none"> - Explain causes and consequences of quite complex events, even though they might still link some in a simple way.

Additional Key Skill - Significance

An effective historian understands the significance of people and events in history

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Describe an event or family member from their past that is important to remember.	- Begin to understand why events being studied are important. - Recognise and describe special times or events for family and friends.	- Describe and talk about how an important event of person is remembered and why.	- Understand how the earliest events in history contributed to the formation of civilisation therefore having a huge significance.	- Can identify significance reveals something about history or contemporary life.	- Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	- Make judgements about historical significance against criteria. - Recognise that historical significance varies over time, and by the interpretations of those describing that significance.

Additional Key Skill - Interprets

An effective historian Interprets the past, including how and why contrasting views arise

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Understand the past through stories, settings, characters and events in books.	- Begins to use a range of methods to represent the past i.e. photos, drawings, stories, discussions.	- Be able to compare two versions of a past event. - Talk about the differences in accounts relating to people or events.	- Identify and give reasons for the different ways that the past has been represented. - Recognise why there is often more than one version of an historical event.	- Describe how different interpretations in historic events arise. - Begin to evaluate the usefulness of sources.	- Compare accounts from different sources and decide if fact or fiction. - Understand that some interpretations are more reliable than others.	- Link historic sources and decide how conclusions were arrived at. - Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.