

## History Knowledge Progression Document

Features						
<p>At EYFS, the knowledge progression takes full account of the Early Learning Goals of:</p> <ul style="list-style-type: none"> <li>Past and present</li> </ul> <p>At both key stages the knowledge progression takes full account of the natural curriculum's strands of:</p> <ul style="list-style-type: none"> <li>Historical Concepts</li> <li>Chronology</li> <li>Historical Enquiry</li> <li>Historical Interpretation</li> </ul>						
National Curriculum Subject content						
Strand	Past and Present					
EYFS	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class                             <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> </li> </ul>					
	Within living Memory	Beyond Living Memory	Lives of Significant People	Local History		
Key Stage 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally	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	Significant historical events, people and places in their own locality		
	Chronology	Beyond 1066	Ancient ancients	Civilisations	Ancient Greece	Local Study
Key Stage 2	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <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 Dyna</li> </ul> </li> </ul>	A non-European society that provides contrast with British history: Mayan Civilisation Islamic Civilisations	Greek life and achievements and their influence on the western World.	Significant historical events, people and places in their own locality.
Reception						
Strand: Past and present	<ul style="list-style-type: none"> <li>To know that the past relates to things that have already happened</li> <li>To know that that now refers to the present time</li> <li>To know how I have changed over time</li> <li>To know how to remember and talk about significant events in my own experience</li> <li>To name important people from my family and in school and describe their role</li> <li>To know the roles of people who help us in our community</li> <li>To know that some places are special to members of their community</li> <li>To know about key figures from the past</li> <li>To know about key events from the past</li> <li>To start to know how to identify objects from the past</li> <li>To start to know how to identify objects from now</li> <li>To know how to comment on images from familiar situations from the past</li> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>					

Year 1	<u>My home, my town.</u> (Within Living Memory)	<u>The Toy Maker</u> (Within Living Memory)	<u>Explorers – Discover the World</u> (lives of significant people)
Substantive Knowledge	<ul style="list-style-type: none"> <li>• To know that within living memory means during their grandparents lifetime.</li> <li>• To know why some people from the past should be remembered.</li> <li>• To know how they have changed since being a baby.</li> <li>• To know their own life-story and family's history.</li> <li>• Know the name of a famous person, or a famous place, close to where they live</li> <li>• To know the difference between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the toys their grandparents played with were different to their own.</li> <li>• To know some common words relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a famous person from the past and explain why they are famous</li> <li>• To know about the contribution of a significant person within living memory.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• To know how to identify differences between themselves and others.</li> <li>• To know how they have changed since being a baby.</li> <li>• To know that people have similar experiences, but these change with time.</li> <li>• To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a number of artefacts by age</li> <li>• Know what a number of older objects were used for</li> <li>• To know how to order 3-4 events or related objects.</li> <li>• To know how to compare objects from their lifetime and the past.</li> <li>• <b>To know that there are differences between the past and present in their own and other people's lives.</b></li> <li>• <b>To know that events or objects in their life can be sequenced on a simple timeline.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know that we can find out about the past in different ways.</li> <li>• <b>Know that artefacts/ sources can be matched to people of different ages.</b></li> <li>• <b>To know how to find answers to simple questions about the past from sources of information e.g pictures, stories, artefacts.</b></li> </ul>
Oracy	Difference , past present Memories Family Grandparents	Photos Stories Objects Changes Celebrations Technology	
Year 2	<u>The Harbour</u> (Local History)	<u>Nurturing nurses</u> (lives of significant people)	<u>Fire Fire</u> (Beyond Living Memory)
Substantive Knowledge	<ul style="list-style-type: none"> <li>• To know how the local area is different to the way it used to be a long time ago</li> <li>• To know that history can be made locally, nationally and internationally.</li> <li>• To know that there are some significant local places, national events and individuals beyond living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about a famous person from outside the UK and explain why they are famous</li> <li>• To know why people in the past acted as they did, why events happened and what happened as a result.</li> <li>• To know why some people in the past did things.</li> <li>• To know the difference between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about an event or events that happened long ago, even before their grandparents were born</li> <li>• To know what we use today instead of a number of older given artefacts</li> <li>• To know the main events from a significant event in history.</li> <li>• To know that history can relate to people, places and events.</li> <li>• To know that there are some significant local places, national events and individuals beyond living memory.</li> <li>• To know simple historical vocabulary and use it when discussing the dates of historical events, such as the Great Fire of London.</li> <li>• To know and use dates where appropriate.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• To know that periods in time have similarities and differences to the present time.</li> <li>• To know that a range of sources can be used to ask and answer questions about the past.</li> <li>• Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to find answers to simple questions about the past from sources of information e.g pictures, stories, artefacts.</li> <li>• To know that artefacts/ sources can be matched to people of different ages.</li> <li>• To know that we can find out about the past in different ways.</li> <li>• To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that periods in time have similarities and differences to the present time.</li> <li>• To know how to make connections between the past and present time.</li> <li>• To know that events and objects can be sequenced in chronological order.</li> <li>• To know how to sequence objects/ events closely related in time, using a given scale.</li> <li>• To know the similarities and differences between then and now.</li> </ul>
Oracy	Local community Historical landmarks Maps	Florence Nightingale Nursing education	Blaze Ashes Evacuation

	Local industries Famous people from the area Changes over time Local traditions and customs Oral history Local architecture Local legends and folklore	training Patient care safety Empathy compassion disease prevention	Timber Ember Devastation Restoration Landmark Fire brigade Precautions
<b>Year 3</b>  <b>Substantive Knowledge</b>	<b>Prehistory Rocks</b> (changes in Britain from the Stone Age to the Iron Age) <ul style="list-style-type: none"> <li>• <b>Know how Britain changed between the beginning of the stone age and the iron age</b></li> <li>• <b>Know the main differences between the stone, bronze and iron ages</b></li> <li>• <b>Know what is meant by 'hunter-gatherers'</b></li> <li>• To know the main features of the Stone, Bronze and Iron Age.</li> <li>• To know that the past can be divided into periods.</li> <li>• To know the meaning of ancient and civilization.</li> <li>• To know some differences between the lives of the rich and poor.</li> <li>• To know that there were changes in Britain from the Stone Age to the Iron Age.</li> <li>• <b>To know about the achievements of one of the earliest civilizations.</b></li> </ul>	<b>Revolutionary Romans</b> (the Roman Empire and its impact on Britain) <ul style="list-style-type: none"> <li>• <b>To know how the Romans changed Britain.</b></li> <li>• <b>To know that Julius Caesar's attempted to invade Britain in 55-54 BC</b></li> <li>• <b>To know that the Romans successfully invaded in AD 42</b></li> <li>• <b>To know that the Roman empire was powerful and had a well organised, successful army.</b></li> <li>• <b>To know that Claudius led the successful invasion.</b></li> <li>• <b>To know that the Romans build Hadrian's wall and understand why they may have built it.</b></li> <li>• <b>To know Boudica resisted the Roman occupation of Britain and won a number of battles.</b></li> <li>• <b>To know the impact of Roman culture on Britain</b></li> <li>• <b>To know how the Roman empire brought some early beliefs such as Christianity.</b></li> </ul>	<b>From Bean to Bar</b>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• To know how to describe similarities and differences between people, events and objects, as time changes.</li> <li>• <b>To know that we can compare now with a period in the past.</b></li> <li>• To know and use the dates of significant events through pre-history.</li> <li>• To know how to compare two closely linked periods such as the Iron Age and the Romans.</li> <li>• To know how to place the times studied on a timeline.</li> <li>• To now that a timeline can be divided into BC and AD.</li> <li>• To know how to sequence several events or artefacts.</li> <li>• <b>To know that a timeline can be used to place periods studied in order.</b></li> <li>• <b>To know that there are similarities and differences between specific periods of history studied</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know how to place the times studied on a timeline.</li> <li>• To now that a timeline can be divided into BC and AD.</li> <li>• To know a wide range of sources to find out about the past.</li> <li>• To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.</li> <li>• To know how to look at two versions of the same event and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• To know a wide range of sources to find out about the past.</li> <li>• To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.</li> <li>• To know how to use sources to find out about the everyday lives of people and changes to these.</li> <li>• <b>Know that some sources are more helpful than others when learning about the past.</b></li> <li>• To know that there are different accounts of history.</li> <li>• To know how to look at two versions of the same event and identify differences in the accounts.</li> <li>• <b>To know that there is a difference between fact and opinion</b></li> </ul>
<b>Oracy</b>	Period Settlements Culture BC Prehistory Stone Age Hunter-gatherers Cave paintings Tools Nomadic Megaliths Fire Fossils Early humans	AD Transition Ancient Civilization Roman Empire Emperor Colosseum Gladiators Roman soldiers Roman gods and goddesses Roman architecture Roman roads Roman baths Roman mosaics	Modern Wide range of sources Accounts Versions Conquistadors Exploration Spanish Empire Christopher Columbus Hernán Cortés Francisco Pizarro New World Aztecs Incas Conquest

Year 4	<b>Walk Like an Egyptian</b> (the achievements of the earliest civilizations)	<b>Innovation Station</b> (a non-European society that provides contrasts with British history)
Substantive Knowledge	<ul style="list-style-type: none"> <li>• <b>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</b></li> <li>• <b>Know about the key features of Ancient Egypt.</b></li> <li>• To know what changes occurred during a time period.</li> <li>• To know why changes may have occurred during a time period.</li> <li>• To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years.</li> <li>• To know that the Nile River was essential for the survival and development of Ancient Egypt, providing fertile soil for farming, transportation, and a water source.</li> <li>• To know that pharaohs were the rulers of Ancient Egypt, considered god-kings with absolute power over the land and people.</li> <li>• To know that pyramids were monumental structures built as tombs for pharaohs, with the Great Pyramid at Giza being one of the Seven Wonders of the Ancient World.</li> <li>• To know that hieroglyphs were the ancient Egyptian writing system, consisting of pictorial symbols used on walls, papyrus scrolls, and tomb walls.</li> <li>• To know that mummification was a process used to preserve bodies in Ancient Egypt, involving organ removal, drying, and wrapping in linen bandages.</li> <li>• To know that Ancient Egyptians believed in an afterlife, where the soul (ka) would continue to exist and required the body and belongings in the afterlife.</li> <li>• To know that Ancient Egyptian society had a social hierarchy, with pharaohs and royal families at the top, followed by priests, scribes, artisans, and farmers.</li> <li>• To know that the Egyptians worshipped a pantheon of gods and goddesses, with each deity having specific roles and associations with natural elements.</li> <li>• To know that Ancient Egypt made significant contributions to art and architecture, creating intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know about the impact that the Islamic civilisation had on the world.</b></li> <li>• To know why they were considered an advanced society in relation to that period of time in Europe</li> <li>• To know some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>• To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world.</li> <li>• To know how to identify changes and make links within and across the time periods studied.</li> <li>• To know why an ancient society is considered advanced in relation to that period of time in Europe.</li> <li>• To know that we can all make history.</li> <li>• To know that an ancient non-European society provides a contrast to British history.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• To know how to describe the features of past societies and periods.</li> <li>• To know some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> <li>• To know what changes occurred during a time period.</li> <li>• To know why changes may have occurred during a time period.</li> <li>• To know how some of the past events/ people affect life today.</li> <li>• To know how to note connections, contrasts and trends over time.</li> <li>• To know how to order significant events on a timeline.</li> <li>• To know how to use historical vocabulary e.g. century, decade, BC, AD.</li> <li>• To know that significant events of a period can be placed on a timeline.</li> <li>• To know that change can be shown by the similarities and differences between specific periods in time</li> <li>• To know the difference between primary and secondary sources of evidence</li> <li>• To know that sources can vary in reliability.</li> <li>• To know how to suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• <b>Know that primary and secondary sources are available and vary in reliability.</b></li> <li>• To know how to compare different versions of the same event in history and identify differences.</li> <li>• <b>To know that people in both the past and present have a point of view and this can affect accounts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know how to describe the features of past societies and periods.</li> <li>• To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world.</li> <li>• <b>To know that an ancient non-European society provides a contrast to British history.</b></li> <li>• To know how some of the past events/ people affect life today.</li> <li>• To know how to order significant events on a timeline.</li> <li>• To know that change can be shown by the similarities and differences between specific periods in time</li> <li>• To know the difference between primary and secondary sources of evidence</li> <li>• To know that sources can vary in reliability.</li> <li>• To know how to suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• <b>Know that primary and secondary sources are available and vary in reliability.</b></li> <li>• To know the reasons why there may be different accounts of history.</li> </ul>
Oracy	Ancient Egypt Pharaohs Pyramids Hieroglyphs Mummification Nile River Sphinx Tutankhamun Temples Rosetta Stone	Medicine Architecture Astronomy Literature Philosophy Trade

Year 5	<b>Marvels of Matter</b> (Britain's settlement by Anglo-Saxons and Scots)	<b>Gods and Mortals</b> (Ancient Greece)	<b>Tides of Change</b> (a local history study)
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• To know that the Anglo-Saxons were Germanic tribes who settled in Britain during the 5th and 6th centuries CE after the fall of the Roman Empire.</li> <li>• To know that the Anglo-Saxon settlement of Britain led to the formation of several kingdoms, including Wessex, Mercia, and Northumbria, each with its own king.</li> <li>• To know that the Anglo-Saxons brought their own language, Old English, which eventually evolved into Middle English and influenced the development of the English language we use today.</li> <li>• To know that the Anglo-Saxons were skilled craftsmen, known for their intricate metalwork, jewelry, and manuscript illumination, as seen in the famous Lindisfarne Gospels and the Sutton Hoo burial site.</li> <li>• Anglo-Saxon art was characterized by intricate metalwork, such as decorative brooches, buckles, and weapons, often adorned with intricate patterns and animal motifs.</li> <li>• Anglo-Saxon literature, particularly epic poetry, played a significant role in their culture. Beowulf, an epic poem, is one of the most famous surviving works from this period.</li> </ul> <p>The conversion to Christianity had a profound impact on Anglo-Saxon art and culture, leading to the construction of grand churches, the production of illuminated manuscripts, and the spread of monasticism.</p> <p><b>To know that the Anglo Saxons and Scots settled in Britain.</b></p>	<ul style="list-style-type: none"> <li>• <b>To know that the Ancient Greeks influenced the Western world.</b></li> <li>• To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE.</li> <li>• To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government and culture.</li> <li>• To know that Ancient Greece is considered the birthplace of democracy, with Athens being known as the cradle of democracy.</li> <li>• To know that Greek mythology played a significant role in Ancient Greek culture, with gods and goddesses like Zeus, Athena, and Poseidon being worshipped and revered.</li> <li>• To know that the Olympic Games originated in Ancient Greece and were held every four years in honor of the god Zeus.</li> <li>• To know that Ancient Greece made significant contributions to literature, with famous works such as the epic poems of Homer (Iliad and Odyssey) and the fables of Aesop.</li> <li>• To know that Ancient Greece was known for its architectural achievements, including the iconic Parthenon in Athens and the Theatre of Dionysus.</li> <li>• To know that Ancient Greece had a strong emphasis on education and intellectual pursuits, with philosophers like Socrates, Plato, and Aristotle making important contributions to philosophy and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• To know that Ramsgate is a town located in the county of Kent, England, with a rich history that dates back centuries.</li> <li>• To know that Ramsgate became an important port during the medieval period and played a role in the English Civil War in the 17th century.</li> <li>• To know that in the 19th century, Ramsgate experienced significant growth and development as a popular seaside resort, attracting visitors from London and beyond.</li> <li>• To know that Ramsgate played a significant role in World War II as a key embarkation point for the Dunkirk evacuation in 1940, with many troops being evacuated from its harbour.</li> <li>• To know that the town features several notable landmarks, including the Royal Harbour, which was designed by the famous engineer John Rennie.</li> <li>• To know that Ramsgate is home to the Ramsgate Tunnels, an extensive underground network of tunnels and air raid shelters that were used during World War II to protect residents during air raids.</li> <li>• To know that the historic Ramsgate Maritime Museum showcases the town's maritime heritage, including exhibits on its fishing industry, shipbuilding, and maritime trade.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• To know how to identify changes and make links within and across the time periods studied.</li> <li>• To know how to sequence historical periods.</li> <li>• To know how to identify changes within and across historical periods.</li> <li>• To know how to compare a wide range of periods.</li> </ul> <p><b>To know that the chronological positions of periods studied sometimes overlap or occur concurrently.</b></p> <ul style="list-style-type: none"> <li>• To know how to ask a range of questions about the past.</li> <li>• To know how to choose reliable sources of evidence to answer questions.</li> <li>• <b>Know that they need to question the reliability of sources.</b></li> <li>• <b>To know that there is often not a single answer to historical questions.</b></li> <li>• To know how to give clear reasons why there may be different accounts of history.</li> <li>• To know how to evaluate evidence to choose the most reliable forms.</li> </ul> <p><b>To know why there may be different accounts of history.</b></p>	<ul style="list-style-type: none"> <li>• To know why an ancient society is considered advanced in relation to that period of time in Europe.</li> </ul> <p><b>• To know that the Ancient Greeks influenced the Western world</b></p> <ul style="list-style-type: none"> <li>• To know how to sequence historical periods.</li> <li>• To know how to identify changes within and across historical periods.</li> <li>• <b>To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.</b></li> <li>• <b>Know that they need to question the reliability of sources.</b></li> <li>• <b>To know that there is often not a single answer to historical questions.</b></li> <li>• To know that people (now and in the past) can represent events and ideas in ways that persuade others.</li> <li>• To know how to give clear reasons why there may be different accounts of history.</li> <li>• To know how to evaluate evidence to choose the most reliable forms.</li> </ul> <p><b>To know why there may be different accounts of history.</b></p>	<ul style="list-style-type: none"> <li>• To know that we can all make history.</li> <li>• To know how to use timelines to place and sequence local, national and international events.</li> <li>• To know how to give clear reasons why there may be different accounts of history.</li> <li>• To know how to evaluate evidence to choose the most reliable forms.</li> </ul> <p><b>To know why there may be different accounts of history.</b></p>

<b>Oracy</b>	<p>Migration Warfare Governance Cultural assimilation Trade networks Legal systems Artistic expressions Social hierarchy Economic structures Anglo-Saxons Invasion Settlers Kingdoms Legacy</p>	<p>Democracy Olympics Philosophy Mythology Architecture Theater City-states Gods Warriors Scholars</p>	<p>Maritime trade Naval history Coastal defense Regency architecture Historic landmarks Tourism Promenade Victorian resorts Military history Cultural heritage</p>
<b>Year 6</b>	<p><b><u>My Home, My Country</u></b> (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p>		<p><b><u>WW2 – Paths to Peace</u></b> (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• To know that the Viking and Anglo-Saxon struggle for the Kingdom of England took place during the Viking Age, which lasted from the late 8th century to the early 11th century.</li> <li>• To know that the Vikings, seafaring warriors from Scandinavia, began raiding England in the late 8th century and later sought to conquer and settle in the land.</li> <li>• To know that the Anglo-Saxon kingdoms of England, such as Wessex, Mercia, and Northumbria, faced repeated Viking invasions and attacks, leading to conflicts and power struggles.</li> <li>• To know that the Anglo-Saxon king, Alfred the Great, played a significant role in resisting Viking invasions and establishing a period of relative peace and stability in the late 9th century.</li> <li>• To know that the Danelaw was a region in England where Viking influence was particularly strong, and it existed as a semi-independent territory under Viking control during the 9th and 10th centuries.</li> <li>• To know that the Viking ruler Cnut (Canute) eventually became the king of England in the early 11th century, marking a period of Viking rule over the Anglo-Saxon kingdom.</li> <li>• To know that Edward the Confessor, the last Anglo-Saxon king of England, ascended to the throne in 1042, marking the end of Viking rule and the beginning of a period of stability before the Norman Conquest in 1066.</li> </ul>		<ul style="list-style-type: none"> <li>• To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II.</li> <li>• To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations.</li> <li>• To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation.</li> <li>• To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished.</li> </ul>
<b>Disciplinary Knowledge</b>	<p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> <li>• To know significant changes have had a major impact on life today.</li> <li>• Know how to describe similarities and differences between some people, events and objects studied.</li> <li>• To know how to make links between some features of past societies</li> </ul> <p><b>To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</b></p> <ul style="list-style-type: none"> <li>• To know how to use timelines to order events, periods and cultural movements from around the world.</li> <li>• To know how to identify and compare changes within and across different periods.</li> </ul> <p><b>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</b></p> <p><b>To know that the chronology of significant events in history subsequently shaped different societies.</b></p> <p><b>Know that there are patterns that follow throughout history.</b></p> <p>tasks.</p> <ul style="list-style-type: none"> <li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li> <li>• To know how to use a range of sources to form own opinion about historical events.</li> <li>• To know that the past has been represented in different ways.</li> <li>• To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</li> </ul>		<p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> <li>• To know significant changes have had a major impact on life today.</li> <li>• To know how to give own reasons why changes may have occurred, backed up with evidence.</li> <li>• To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural.</li> </ul> <p><b>To know that the chronology of significant events in history subsequently shaped different societies.</b></p> <p><b>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</b></p> <ul style="list-style-type: none"> <li>• To know the most appropriate source of evidence for particular tasks.</li> <li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li> <li>• To know how to use a range of sources to form own opinion about historical events.</li> </ul> <p><b>To know that some sources of evidence are more useful than others.</b></p> <ul style="list-style-type: none"> <li>• To know that the past has been represented in different ways.</li> <li>• To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</li> </ul>



		<ul style="list-style-type: none"> <li>• To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</li> </ul> <b>To know the need to evaluate the usefulness and accuracy of some sources of evidence in order to form their own opinions.</b>
Oracy	Conquest Raiding Longships Norsemen Danelaw Legacy Scandinavian expansion Political instability Economic impact Religious beliefs Norse mythology Enduring legacy	United Nations Diplomacy Treaties Demilitarization War crimes trials Occupation and rebuilding Economic cooperation Cold War tensions Nuclear disarmament International alliances

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts  (Disciplinary knowledge – leading to composite knowledge)	<ul style="list-style-type: none"> <li>• To know that within living memory means during their grandparents lifetime.</li> <li>• To know why some people from the past should be remembered.</li> <li>• To know how they have changed since being a baby.</li> <li>• To know their own life-story and family's history.</li> <li>• To know how to identify differences between themselves and others.</li> <li>• To know that people have similar experiences, but these change with time.</li> <li>• To know about the contribution of a significant person within living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the similarities and differences between then and now.</li> <li>• To know the main events from a significant event in history.</li> <li>• To know that history can relate to people, places and events.</li> <li>• To know that history can be made locally, nationally and internationally.</li> </ul> <p><b>To know why people in the past did things.</b></p> <p><b>To know why people in the past acted as they did, why events</b></p>	<ul style="list-style-type: none"> <li>• To know how to describe similarities and differences between people, events and objects, as time changes.</li> <li>• To know the main features of the Stone, Bronze and Iron Age.</li> <li>• To know that the past can be divided into periods.</li> <li>• To know the meaning of ancient and civilization.</li> <li>• To know some differences between the lives of the rich and poor.</li> <li>• To know that there were changes in Britain from the</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to describe the features of past societies and periods.</li> <li>• To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world.</li> <li>• To know some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>• To know some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to identify changes and make links within and across the time periods studied.</li> <li>• To know why an ancient society is considered advanced in relation to that period of time in Europe.</li> <li>• To know that we can all make history.</li> </ul> <p><b>To know that the Ancient Greeks influenced the Western world.</b></p>	To know how some changes affect life today. <ul style="list-style-type: none"> <li>• To know significant changes have had a major impact on life today.</li> <li>• To know how to give own reasons why changes may have occurred, backed up with evidence.</li> <li>• Know how to describe similarities and differences between some people, events and objects studied.</li> <li>• To know how to make links between some features of past societies</li> </ul>

	<p>To know that there are differences between the past and present in their own and other people's lives.</p>	<p>happened and what happened as a result. To know that there are some significant local places, national events and individuals beyond living memory.</p>	<p>Stone Age to the Iron Age. To know that we can compare now with a period in the past. To know about the achievements of one of the earliest civilizations.</p> <p>To know how the Romans changed Britain.</p>	<ul style="list-style-type: none"> <li>To know what changes occurred during a time period.</li> <li>To know why changes may have occurred during a time period.</li> <li>To know how some of the past events/ people affect life today.</li> </ul> <p>To know that an ancient non-European society provides a contrast to British history.</p>		<p>To know that the Anglo Saxons and Scots settled in Britain. To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p> <p>To know about a theme in British history beyond 1066.</p>
Chronology	<ul style="list-style-type: none"> <li>To know how to order 3-4 events or related objects.</li> <li>To know some common words relating to the passing of time.</li> <li>To know how to compare objects from their lifetime and the past.</li> </ul> <p><b>To know the difference between things that happened in their lifetime and the past.</b> <b>To know that events or objects in their life can be sequenced on a simple timeline.</b></p>	<ul style="list-style-type: none"> <li>To know simple historical vocabulary and use it when discussing the dates of historical events, such as the Great Fire of London.</li> <li>To know how to sequence objects/ events closely related in time, using a given scale.</li> <li>To know and use dates where appropriate.</li> <li>To know how to make connections between the past and present time.</li> </ul> <p><b>To know that events and objects can be</b></p>	<ul style="list-style-type: none"> <li>To know and use the dates of significant events through pre-history.</li> <li>To know how to compare two closely linked periods such as the Iron Age and the Romans.</li> <li>To know how to place the times studied on a timeline.</li> <li>To know that a timeline can be divided into BC and AD.</li> <li>To know how to sequence several events or artefacts.</li> </ul> <p><b>To know that a timeline can be used</b></p>	<ul style="list-style-type: none"> <li>To know how to note connections, contrasts and trends over time.</li> <li>To know how to order significant events on a timeline.</li> <li>To know how to use historical vocabulary e.g. century, decade, BC, AD.</li> </ul> <p>To know that significant events of a period can be placed on a timeline. To know that change can be shown by the similarities and differences between</p>	<ul style="list-style-type: none"> <li>To know how to use timelines to place and sequence local, national and international events.</li> <li>To know how to sequence historical periods.</li> <li>To know how to identify changes within and across historical periods.</li> <li>To know how to compare a wide range of periods.</li> </ul> <p><b>To know that the chronological positions of periods studied sometimes overlap or occur concurrently.</b></p>	<ul style="list-style-type: none"> <li>To know how to use timelines to order events, periods and cultural movements from around the world.</li> <li>To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural.</li> <li>To know how to identify and compare changes within and across different periods.</li> </ul> <p><b>To know that the chronology of</b></p>



		sequenced in chronological order. To know that periods in time have similarities and differences to the present time.	to place periods studied in order. To know that there are similarities and differences between specific periods of history studied	specific periods in time	To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.	significant events in history subsequently shaped different societies. Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. Know that there are patterns that follow throughout history.
Historical Enquiry	<ul style="list-style-type: none"> <li>• To know that we can find out about the past in different ways.</li> <li>• <b>To know how to find answers to simple questions about the past from sources of information e.g pictures, stories, artefacts.</b></li> <li>• <b>Know that artefacts/ sources can be matched to people of different ages.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know key sources to find out about the past.</li> <li>• To know how to ask questions about the past</li> </ul> <p>To know how to use sources to find out about the past.</p> <ul style="list-style-type: none"> <li>• To know how to use information to describe the past.</li> </ul> <p><b>Know that a range of sources can be used to ask and answer questions about the past.</b></p>	<ul style="list-style-type: none"> <li>• To know a wide range of sources to find out about the past.</li> <li>• To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.</li> <li>• To know how to use sources to find out about the everyday lives of people and changes to these.</li> </ul> <p><b>Know that some sources are more helpful than others</b></p>	<ul style="list-style-type: none"> <li>• To know the difference between primary and secondary sources of evidence</li> <li>• To know that sources can vary in reliability.</li> <li>• To know how to suggest sources of evidence from a selection provided to use to help answer questions.</li> </ul> <p><b>Know that primary and secondary sources are available and vary in reliability.</b></p>	<ul style="list-style-type: none"> <li>• To know that there is often not a single answer to historical questions</li> </ul> <p>To know how to ask a range of questions about the past.</p> <ul style="list-style-type: none"> <li>• To know how to choose reliable sources of evidence to answer questions.</li> </ul> <p><b>Know that they need to question the reliability of sources.</b></p> <p><b>To know that there is often not a single answer to historical questions.</b></p>	<ul style="list-style-type: none"> <li>• To know the most appropriate source of evidence for particular tasks.</li> <li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li> <li>• To know how to use a range of sources to form own opinion about historical events.</li> </ul> <p><b>To know that some sources of evidence are more useful than others.</b></p>

			<b>when learning about the past.</b>			
Historical Interpretations	<ul style="list-style-type: none"> <li>• To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects.</li> </ul> <p><b>To know the difference between fact and fiction.</b></p>	<ul style="list-style-type: none"> <li>• To know how to use books, eye-witness accounts, photos, artefacts, buildings, visits and the internet to find out about the past.</li> </ul> <p><b>To know why some people in the past did things.</b></p>	<ul style="list-style-type: none"> <li>• To know that there are different accounts of history.</li> <li>• To know how to look at two versions of the same event and identify differences in the accounts.</li> </ul> <p><b>To know that there is a difference between fact and opinion.</b></p>	<ul style="list-style-type: none"> <li>• To know how to compare different versions of the same event in history and identify differences.</li> <li>• To know the reasons why there may be different accounts of history.</li> </ul> <p><b>To know that people in both the past and present have a point of view and this can affect accounts.</b></p>	<ul style="list-style-type: none"> <li>• To know that people (now and in the past) can represent events and ideas in ways that persuade others.</li> <li>• To know how to give clear reasons why there may be different accounts of history.</li> <li>• To know how to evaluate evidence to choose the most reliable forms.</li> </ul> <p><b>To know why there may be different accounts of history.</b></p>	<ul style="list-style-type: none"> <li>• To know that the past has been represented in different ways.</li> <li>• To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</li> <li>• To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</li> </ul> <p><b>To know the need to evaluate the usefulness and accuracy of some sources of evidence in order to form their own opinions.</b></p>