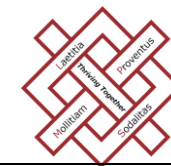
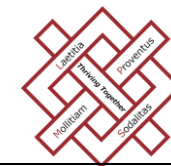


## LMPS History Progression of Knowledge



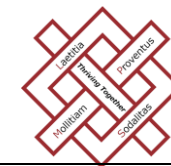
| HISTORICAL CONCEPTS<br><br>• Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                                                                                                                                  | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>KNOWLEDGE OF HISTORICAL PEOPLE, PLACES &amp; EVENTS</b> <ul style="list-style-type: none"> <li>• Lives of Significant Individuals</li> <li>• The Anglo Saxons</li> <li>• Contrasting Non-European Society</li> <li>• An Event or Theme Beyond 1066</li> <li>• Ancient Greek Civilization</li> <li>• Local History Study</li> <li>• Early Civilization: Ancient Egypt</li> <li>• Changes in Living Memory</li> <li>• Events Beyond Living Memory</li> <li>• Stone-Age to the Bronze Age</li> <li>• Roman Empire</li> <li>• Invasions of Scotland</li> <li>• Viking &amp; Anglo Saxon Rule</li> <li>• Significant Local People, Places &amp; Events.</li> </ul> | <p>Lives of Significant Individuals: <i>Touch on through stories we read in class.</i> Neil Armstrong &amp; Tim Peak (Text = Look Up, Whatever Next) Mary Anning (Text = Little People Big Dreams)</p> <p>Changes in living memory: exploring Christmas now and in the past (Text = Alfie's Christmas) Making comparisons between what the children can do now and what they could do in the past. Comparing lives of adults at home/in the class in the past and the children's lives now in the present.</p> <p>Events beyond living memory: Dinosaurs, The Moon Landing,</p> <p>Significant local people, places and events: Remembrance Day.</p> | <p>Lives of Significant Individuals: Guy Fawkes, King James I, Christophe Columbus, Amelia Airheart, Marcus Rashford.</p> <p>An Event or Theme beyond 1066 - The Gunpowder Plot.</p> <p>Local History Study of Lytchett Matravers and local beaches.</p> <p>Changes in living memory exploring toys of the past and present.</p> <p>Events beyond living memory - The Gunpowder Plot and historical explorers - Christopher Columbus.</p> <p>Significant local people, places and events, Remembrance Day.</p> | <p>Lives of Significant Individuals: Florence Nightingale, Mary Seacole, Samuel Peeps, Thomas Farriner, King Charles II.</p> <p>Changes in living memory - exploring seaside holidays of the past and present. Comparing Seaside holidays.</p> <p>Events beyond living memory, beginning to talk about WW1 and war and conflict.</p> <p>Events beyond living memory - The Great Fire of London.</p> <p>Significant local people, places and events - WW1, Remembrance Day,</p> | <p>Lives of Significant Individuals: Cleopatra, Tutankhamun, Jessie Owens.</p> <p>Events beyond living memory - A Study of the Stone Age, Bronze Age and Iron Age.</p> <p>Early Civilisation: A study of Ancient Egypt.</p> <p>A study of the Indus Valley Civilization, comparing it to the Bronze Age in Britain.</p> | <p>Lives of Significant Individuals: Boudicca, Julius Caesar, Rosa Parks.</p> <p>Events beyond living memory: A study of the Anglos-Saxons.</p> <p>A study of the Roman Empire and it's impact on Britain. This will include a local history study of Dorchester and comparing it to historical buildings in Rome.</p> <p>A study of the Invasions of Scotland, including the English Invasion of Scotland in 1385, where King Richard II led his army into Scotland.</p> | <p>Lives of Significant Individuals: Martin Luthur King, Hidden Figures, Archimedes, Plato.</p> <p>A study of the Anglo-Saxons</p> <p>Contrasting Non-European Society - Maya Civilization [covering Bronze Age, Iron Age, Romans, Anglo-Saxons &amp; Vikings - Maya Civilization was at it's peak during the Anglo Saxon &amp; Viking period].</p> <p>An Event or Theme beyond 1066 - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Extend to the eve of the Battle of Hastings - 1066.</p> <p>A study of the Ancient Greek Civilisation.</p> | <p>Lives of Significant Individuals: Henry VIII, Queen Elizabeth I Queen Elizabeth II, Queen Victoria, Nelson Mandela, Charles Dickens.</p> <p>Contrasting Non-European Society</p> <p>An Event or Theme beyond 1066 - A study of Victorian Britian and Queen Victoria/Charles Dickens.</p> <p>Changes in living memory - history through the decades.</p> <p>Events beyond living memory - WW1 war and conflict.</p> <p>A study of the history of the Monarchy, Government, moving into modern democracy.</p> |
| <b>KEY HISTORICAL VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Past, long ago, today, tomorrow,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | past, present, future, old, new, year,                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Timeline, past, present, future, living                                                                                                                                                                                                                                                                                                                                                                                                                                        | BC, AD, chronological order,                                                                                                                                                                                                                                                                                            | BC, AD, chronological order,                                                                                                                                                                                                                                                                                                                                                                                                                                              | BC, AD, chronological order, timeline,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | BC, AD, chronological order, timeline,                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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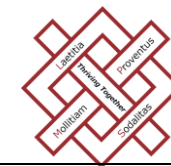
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|                                                                                                                                                                                                                                                                                                                  | old, new, memory, day, week, month, calendar.                                                                       | decade, century, modern, ancient, timeline, living memory, remember, date order, artefact                          | memory, remember, chronological order, era/period, artefact, significant, impact, research, evidence, opinion, memorial                              | timeline, era/time period, archaeology, artefact, prehistoric, primary source, secondary source, similarities, difference, significance, chronology, historian, enquiry | timeline, era/time period, archaeology, artefact, prehistoric, primary source, secondary source, similarities, difference, significance, chronology, historian, enquiry, cause, consequence, continuity, change | era/time period, archaeology, artefact, prehistoric, primary source, secondary source, similarities, difference, significance, chronology, historian, enquiry, cause, consequence, continuity, change, trends, justify | era/time period, archaeology, artefact, prehistoric, primary source, secondary source, similarities, difference, significance, chronology, historian, enquiry, cause, consequence, continuity, change, trends, justify |
| <b>HISTORICAL THEMES</b> <ul style="list-style-type: none"> <li>• Poverty &amp; Wealth</li> <li>• Empire</li> <li>• Invention &amp; Technology</li> <li>• War &amp; Conflict</li> <li>• Religion</li> <li>• Settlement</li> <li>• Invasion</li> <li>• Trade</li> <li>• Monarchy</li> <li>• Government</li> </ul> |                                                                                                                     | Invention and technology<br>Settlement<br>Trade<br>Monarchy<br>Government                                          | Poverty and wealth<br>Invention and technology<br>War and conflict<br>Monarchy<br>Government                                                         | Poverty and wealth<br>Invention and technology<br>Settlement<br>Invasion<br>Trade<br>Monarchy                                                                           | Poverty and wealth<br>Empire<br>War and conflict<br>Settlement<br>Invasion<br>Trade Monarchy                                                                                                                    | Poverty and wealth<br>Invention and technology<br>War and conflict<br>Religion<br>Settlement<br>Monarchy<br>Government                                                                                                 | Poverty and wealth<br>Empire<br>Invention and technology<br>War and conflict<br>Religion<br>Invasion<br>Trade<br>Monarchy<br>Government                                                                                |
| <b>HISTORICAL ENQUIRY KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Questioning</li> <li>• Analysing</li> <li>• Researching: Gathering &amp; recording historical facts and information.</li> <li>• Interpreting</li> </ul>                                                         | Begin to ask questions about historical stories or events they have learnt about.<br><br>Become more independent at | Use sources to answer and ask simple questions about the past.<br><br>Choose parts of stories and other sources to | Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. | Use sources to plan a fieldwork study.<br><br>Use sources to address historically valid questions.<br><br>Describe and explore some of the ways the                     | Use a range of sources to plan a fieldwork study.<br><br>Use sources to address historically valid questions and hypotheses.                                                                                    | Choose relevant sources of evidence to support particular lines of enquiry.<br><br>Regularly address and sometimes devise historically valid                                                                           | Choose relevant sources to plan a detailed fieldwork study.<br><br>Regularly address and devise historically valid questions and hypotheses.                                                                           |

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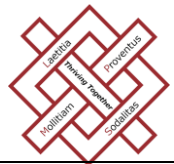
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| <ul style="list-style-type: none"> <li>Concluding</li> <li>Evaluating</li> <li>Organising, Communicating &amp; Presenting.</li> </ul> | <p>utilising sources of information.</p> <p>Become more independent at utilising sources of information.</p> <p>Recognise that there are multiple ways of retrieving information.</p> <p>Talk about their thoughts and ideas relating to a story they have heard or an event they have learnt.</p> <p>Share their opinion of an event or historical story.</p> | <p>show what they know about the past.</p> <p>To begin to use some sources to gather information and facts.</p> <p>Make simple observations about different people, events, beliefs and communities.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>Share their opinion of an event or historical story.</p> <p>Identify some of the basic ways in which the past can be represented.</p> | <p>Explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Order and sequence events and objects – closer in time using a reference book.</p> <p>Share their opinion of an event or historical story.</p> | <p>past can be represented – pictures, letters, artefacts etc.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> | <p>Begin to recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Describe and explore a range of ways the past can be represented – pictures, letters, artefacts etc.</p> <p>To use evidence to reconstruct life in time studied.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Offer a reasonable explanation for some events.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> | <p>questions and hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Examine causes and results of great events and the impact on the people— Alexander the Great defeating Egypt.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> | <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Bring knowledge gathered from several sources together into a coherent account.</p> <p>Give reasons for contrasting arguments and interpretations of the past.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Use evidence to support written work.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> <p>Bring knowledge gathered from several sources together into a coherent account.</p> |
|                                                                                                                                       | <p><b>HISTORICAL PROCESS KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Chronology</li> </ul>                                                                                                                                                                                                                                                        | <p>Begin to use some everyday terms about the passing of time.</p> <p>Order and sequence some familiar events and objects</p>                                                                                                                                                                                                                                                                                                             | <p>Use common words and phrases concerned with the passing of time.</p>                                                                                                                                                                                                                                                                                        | <p>Use some dates and historical terms when sequencing events and objects.</p>                                                                                                                                                           | <p>Use dates and historical terms when ordering events and objects on a timeline.</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Use dates and appropriate historical terms to sequence</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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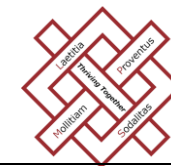
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|                                                                           | <p>Sequence photos from different parts of life.</p> <p>Match objects to people from different times.</p> | <p>Sequence artefacts from distinctly different periods of time</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> | <p>Describe memories of key events in lives.</p> <p>Sequence artefacts closer together in time - check with reference book.</p>                | <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Place the time studied on a time line</p> <p>Sequence several events or artefacts accurately.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> | <p>Understand and use more complex historical terms – e.g – BC/AD</p> <p>To use and discuss historical terms with an awareness and some understanding of different time periods.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> | <p>events and periods of time.</p> <p>Know and use complex historical terms – e.g – BC/AD</p> <p>To use and discuss historical terms relating to different time periods.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> | <p>Have chronologically secure knowledge of the events and periods of time studied.</p> <p>Know key dates, people and times studied.</p> <p>Know and use complex historical terms accurately.</p>                                                                 |
| <ul style="list-style-type: none"> <li>Cause &amp; Consequence</li> </ul> | <p>Begin to talk about the actions of characters from historical books read.</p>                          | <p>To begin to explore why a historical event occurred.</p> <p>To begin to talk about why people in the past acted the way that they did.</p>                       | <p>Discuss basic reasons why people in the past acted as they did.</p> <p>Explore and begin to understand why a historical event occurred.</p> | <p>Recognise why some events happened and what happened as a result.</p> <p>Begin to recognise the impact of certain events in time periods studied.</p> <p>Identify some reasons for people's actions.</p> <p>Identify some results of people's actions.</p>                             | <p>Recognise the impact of certain events in time periods studied.</p> <p>Begin to relate cause and consequence of events to other time periods studied.</p> <p>Identify some reasons for people's actions.</p> <p>Identify some results of people's actions.</p>               | <p>Examine causes and results of great events and the impact of these.</p> <p>Recognise and explain the impact of events in time periods studied.</p> <p>Relate cause and consequence of events to other time periods studied.</p> <p>Identify and understand reasons for</p>                                                                                            | <p>Examine and explain causes and results of great events and the impact of these.</p> <p>Recognise and explain and debate the impact of certain events in time periods studied.</p> <p>Relate cause and consequence of events to other time periods studied.</p> |

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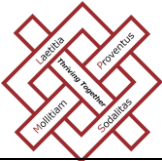
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| <ul style="list-style-type: none"> <li>Similarities &amp; Differences</li> </ul> | <p>To begin to talk about different historical stories we have shared.</p> <p>Identify similarities and differences between them and others.</p> <p>Recognise the differences between past and present in their own and other's lives.</p> | <p>Recognise the distinction between past and present (within the context of their own life).</p> <p>Identify some similarities and differences between ways of life at different times.</p> | <p>Recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>Identify similarities and differences between ways of life at different times.</p> | <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Research about everyday lives of the people in the time studied and begin to compare with life today.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> <p>Compare lifestyles of people today with people in Ancient Egypt.</p> | <p>Explore similar links and contrasts within and across different periods of time.</p> <p>Research the everyday lives of the people in the time studied and compare with our life today.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> <p>Compare lifestyles of people today with people in Ancient Rome and the Roman Empire.</p> | <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Compare life in the early and late stages of 'times' studied.</p> <p>Study different aspects of people.</p> <p>Compare lifestyles of people today with people in Ancient Greece.</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> | <p>Compare beliefs and culture with another time studied.</p> <p>Find out about the beliefs, culture and characteristics of the people noting similarities and differences—compare children of the same time but different lifestyles</p> <p>Compare behaviour of people during similar events.</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> |

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| <ul style="list-style-type: none"> <li>Significance</li> </ul>            | <p>Talk about a significant person in their own lives and communities.</p> <p>Talk about a significant historical person in their own lives and communities.</p> <p>Begin to talk about who important and why in a simple historical account.</p> | <p>Talk about a significant person in their own lives and communities.</p> <p>Talk about who important and why in a simple historical account.</p> <p>Retell the events of the gunpowder plot.</p> | <p>Recognise a significant historical person from a time period studied.</p> <p>Understand the significance of the great fire of London.</p> <p>Begin to understand why events and people were important during time periods studied.</p> | <p>Demonstrate knowledge of aspects of significant history in their locality. Field study of Stonehenge.</p> <p>Recognise significant historical people from a time period studied and begin to understand their significance.</p> | <p>Identify where significant people and events fit into a chronological framework.</p> <p>Identify historically significant people and events in different situations and compare these to other time periods studied.</p>                     | <p>Understand the significance of where people and events fit into a chronological framework.</p> <p>Identify historically significant people and events in contrasting time periods.</p> <p>Begin to recognise that some events, people and changes are judged as more significant than others.</p> | <p>Reason and recognise that some events, people and changes are judged as more significant than others.</p> <p>Identify historically significant people and events in contrasting time periods.</p>                                               |
| <ul style="list-style-type: none"> <li>Continuity &amp; Change</li> </ul> | <p>Recognise and describe special times or events for family or friends.</p> <p>Talk about changes within the context of their own lives.</p>                                                                                                     | <p>Talk about changes within the context of their own lives.</p> <p>Look at artefacts and discuss how they have changed over time.</p> <p>Explore how ways of life have changed over time.</p>     | <p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Consider why things may change over time.</p> <p>Begin to describe some historical changes in the time periods studied.</p>                        | <p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Explore trends and changes over time, linking these changes to a timeline.</p> <p>Describe some historical changes.</p>                     | <p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Explore and begin to explain trends and changes over time linking these to a timeline.</p> <p>Describe and give reasons for some historical changes.</p> | <p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe and explain reasons for some historical changes.</p> <p>Identify and explain trends and changes</p>     | <p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Describe, explain and debate reasons for some historical changes.</p> <p>Identify and explain trends and changes over time linking these to a timeline.</p> |

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|  |  |  |  |  |  | over time linking these to a timeline. |  |
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