

KNOWLEDGE AND PROGRESSION OVERVIEW – History

Features						
<ul style="list-style-type: none"> • At key stage 2, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> ○ Chronology, from the stone age to 1066 ○ One study beyond 1066 ○ Ancient civilizations ○ Civilizations around 900AD ○ Ancient Greece 						
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 						
<ul style="list-style-type: none"> • These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 						
<ul style="list-style-type: none"> • When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for history for their age group. 						
National Curriculum Subject Content						
Strand	Within living memory	Beyond living memory		Lives of significant people	Local history	
Key Stage 1	<ul style="list-style-type: none"> • <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> 	<ul style="list-style-type: none"> • <i>Events beyond living memory that are significant nationally or globally</i> 		<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>Significant historical events, people and places in their own locality</i> 	
	Class 1 – Cycle A – Term 1, Term 2 Cycle B – Term 1 Class 2 – Cycle A – Topic 3, Topic 4 Cycle B – Topic 4	Class 1 - Cycle A – Term 3, Term 4 Cycle B – Term 2 Class 2 – Cycle A – Topic 1, Topic 4 Cycle B - Topic 2, Topic 3		Class 1 – Cycle A – Term 3, Term 4 Cycle B – Term 2, Term 6 Class 2 – Cycle A – Topic 1, Topic 2, Topic 3, Topic 4 Cycle B – Topic 1, Topic 2, Topic 3	Class 1 – Cycle A – Term 1, Term 3, Term 4 Cycle B – Term 1 Class 2 – Cycle A – Topic 3	
Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
Key Stage 2	<ul style="list-style-type: none"> • <i>Changes in Britain from the Stone Age to the Iron Age</i> • <i>The Roman Empire and its impact on Britain</i> • <i>Britain’s settlements by Anglo Saxons and Scots</i> • <i>The Viking and Anglo-Saxon struggle for the Kingdom of</i> 	<ul style="list-style-type: none"> • <i>An aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</i> 	<ul style="list-style-type: none"> • <i>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:</i> <ul style="list-style-type: none"> • <i>Ancient Egypt</i> • <i>Ancient Sumer</i> • <i>Indus Valley</i> 	<ul style="list-style-type: none"> • <i>A non-European society that provides contrasts with British history choose one of:</i> <ul style="list-style-type: none"> • <i>Mayan civilisation c. AD 900</i> • <i>Islamic Civilizations including a study of Baghdad c. AD 900</i> 	<ul style="list-style-type: none"> • <i>Greek life and achievements and their influence on the Western world</i> 	<ul style="list-style-type: none"> • <i>A local study linked to one of the periods of time studied under chronology; or</i> • <i>A local study that could extend beyond 1066</i>

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	<i>England to the time of Edward the Confessor</i>		<ul style="list-style-type: none"> • <i>Shang Dynasty of ancient China</i> 	<ul style="list-style-type: none"> • <i>Benin (West Africa) c. AD 900-1300</i> 		
	Class 2 – Cycle B – Topic 4	<i>Class 3 – Cycle A – Topic 4</i>	<i>Class 3 – Cycle B – Topic 1</i>			
	Class 3 – Cycle A – Topic 2 Cycle B – Topic 3		<i>Class 4 – Cycle B – Topic 1</i>	Class 4 – Cycle B – Topic 3	<i>Class 4 – Cycle B – Topic 2</i>	<i>Class 4 – Cycle A – Topic 4 Cycle B – Topic 4</i>
	Class 4 – Cycle A – Topic 5	<i>Class 4 – Cycle A – Topic 2, Topic 3 Cycle B – Topic 5</i>				

Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Within living memory	<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents 						
Beyond living memory		<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children’s lives today are different to those of children a long time ago 	Chronology (Stone age to 1066)	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by ‘hunter-gatherers’ 	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England 	6.1 Know where the Vikings originated from and show this on a map 6.2 Know that the Vikings and Anglo-Saxons were often in conflict 6.3 Know why the Vikings frequently won battles with the Anglo-Saxons

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			Beyond 1066				<p>6.4 Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>6.5 Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>6.6 Know how Britain has had a major influence on the world</p>
			Ancient Ancients (approx. 3000 years ago)		<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty 		
			Civilizations from 1000 years ago				<p>6.7 Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>6.8 Know why they were considered an advanced society in relation to that period of time in Europe</p>
			Ancient Greece	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics 			
Lives of significant people	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous 	<ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous 					

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Local history	<ul style="list-style-type: none">• Know the name of a famous person, or a famous place, close to where they live	<ul style="list-style-type: none">• Know how the local area is different to the way it used to be a long time ago• Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)	Local Study			<ul style="list-style-type: none">• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.• Know how the lives of wealthy people were different from the lives of poorer people during this time	
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