

Year 1/2 Year A History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: The Gunpowder Plot

- Know words that describe the passing of time.
- Know when the events happened.
- Know what happened.
- Know why these events were significant.
- Know what these events tell us about the past.

Spring 1 and 2: The Great Fire of London

- Know words that describe the passing of time.
- Know when the events happened.
- Know what happened.
- Know why these events were significant.
- Know what these events tell us about the past.

Summer 1 and 2: Significant Individual: Mary Anning

- Know words that describe the passing of time.
- Know how life was different in the past.
- Know how to use artefacts to answer questions about the past.
- Know what artefacts tell us about the past.

Historical Skills

- Have an awareness of the past.
- Use words and phrases relating to the passing of time.
- Know how life was similar and different in the past.
- Answer questions about a period in history.
- Use stories and from other sources to show that I understand events.

Year 1/2 Year B History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: Comparing the lives of two significant individuals; Mary Seacole and Florence Nightingale

- Know words that describe the passing of time.
- Know when the events happened.
- Know what happened.
- Know why these events were significant.
- Know what these events tell us about the past.

Spring 1 and 2: How has the high street changed since the 1950s?

- Know words that describe the passing of time.
- Know how life was different in the past.
- Know how to use artefacts to answer questions about the past.
- Know what artefacts tell us about the past.

Summer 1 and 2: Significant Individual: Brunel

- Know words that describe the passing of time.
- Know how life was different in the past.
- Know how to use artefacts to answer questions about the past.
- Know what artefacts tell us about the past.

Historical Skills

- Use every day historical terms.
- Put people and events in order and on a timeline line.
- Make my own questions and answer them.
- Know how life was similar and different in different periods in history in the past.
- Select parts of stories and from other sources to show that I understand key features of events.
- Understand some of the ways in which we find out about the past.
- I can identify different ways in which the past is represented.

Year 3/4 Year A History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: Stone Age

- Know and understand the history of the British Isles
- Have a coherent, chronological narrative of Britain in pre-Roman times.
- Have knowledge of late Neolithic hunter-gatherers and early farmers.
- Understand Bronze Age religion, technology and travel, for example, Stonehenge.
- Have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture.

Spring 1 and 2: Ancient Egypt

- Have an overview of where and when the first civilizations appeared.
- Have an understanding of Ancient Egypt society and religion.
- Know how and why the Ancient Egyptians are remembered.

Summer 1 and 2: Ancient Greece

- Know how Ancient Greece society was organised.
- Be able to describe what ancient Greeks believed.
- Be able to explain if and why Alexander was great.
- Know how our lives today have been influenced by the Greeks.

Historical Skills

- Understand that the past is divided into differently named periods of time.
- Use some dates to explain British history and place on a timeline using appropriate dates.
- Put artefacts or information in chronological order.
- Explain a range of similarities and differences between different times in the past.
- Explain how the past can be represented or interpreted in different ways.
- Answer and sometimes devise my own historically valid questions.
- Use one or more source of information to me answer them.
- Think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Present information in a variety of ways using specialist terms.

Year 3/4 Year B History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: Romans

- Know the extent of the Roman Empire by 42CE.
- Understand the reasons for the power of its army.
- Know about Roman invasions of Britain in 55-54 BCE and 43CE.
- Understand what is meant by the 'Romanisation' of Britain.
- Know about British resistance: Boudicca's rebellion.
- Understand what happened when the Romans left Britain.

Spring 1 and 2: Anglo Saxons and Scots

- Know why Vortigern made a deal with the Anglo Saxons and the outcome of this.
- Explain what life like for the Anglo Saxons.
- Know what the Anglo Saxons believed.
- Explain what was the heptarchy.
- Explain how Alfred the Great protected the Anglo Saxons.

Summer 1 and 2: Vikings

- Understand what happened when the Romans left Britain.
- Know the subsequent invasions by the Scots, the Anglo-Saxons and the Vikings.
- Know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society.
- Know about the Viking raids and the impact on life in Britain
- Understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066.

Historical Skills

- Understand that the past is divided into differently named periods of time.
- Use some dates to explain British history and place on a timeline using appropriate dates.
- Explain a range of similarities and differences between different times in the past.
- Explain how the past can be represented or interpreted in different ways.
- Answer and sometimes devise my own historically valid questions.
- Think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Present information in different ways using specialist terms.
- Write a paragraph to describe some of the main events, people and changes in the history of Britain.

Year 5/6 Year A History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: Benin Empire

- Know how the Benin Kingdom began.
- Explain what was life like for the Edo people in the Benin Kingdom.
- Know how were trade links established by the people and the goods people traded.
- Know what led to the Civil war in the 1700s.
- Know what was the Transatlantic Slave Trade.
- Explain why the British colonised Benin and what impact this had.

Spring 1 and 2: Medieval Monarchs and Tudors

- Justify who, in 1066, was the rightful heir to the throne.
- Describe what happened at the Battle of Hastings.
- Explain who was responsible for the death of Thomas Becket.
- Justify and explain who was the worse King: Richard or John?
- Explain the reasons why Henry VIII initiated the Reformation.
- Evaluate and explain: was Elizabeth I 'weak and feeble'?

Summer 1 and 2: Industrial Revolution and Victorians

- Identify the key features of Victorian society.
- Explain, during the Industrial Revolution, what living and working conditions were like.
- Know what inventions revolutionised the lives of British people.
- Evaluate the impact Brunel had on the Victorian Era.
- Explain how Queen Victoria changed life for British people during her reign.

Historical Skills

- Confidently use maths skills when placing events in chronological order.
- Devise my own historically valid questions.
- Understand the complexity of people's lives in the past.
- Understand how some societies are very different due to changes or challenges at the time.
- Represent the past using a range of historical information from a range of historical sources.

Year 5/6 Year B History Progression in Skills and Knowledge

NC Knowledge

Autumn 1 and 2: World War 2

- Evaluate if the Second World War inevitable.
- Know how Britain prepared for war and what was the phoney war.
- Evaluate if the evacuation of Dunkirk a victory or disaster.
- Describe what happened in the Battle of Britain?
- Evaluate if D-Day an important factor in determining the end of WW2.
- Explain how the Second World War ended and what was its legacy.

Summer 1 and 2: Windrush Generation

- Know what the United States of America like in the 1950s.
- Understand why Oliver Brown take the Board of education to the Supreme Court?
- Explain why Rosa Parks did NOT give up her seat on the bus.
- Understand what was Dr Martin Luther King Jr's dream.
- Evaluate his influence on the UK and explain what was the Bristol Bus Boycott.
- Explain what it was like to have been one of the 492 migrants who travelled to Britain on the Windrush and understand why they travelled to Britian.
- Know what the Black Lives Matter Movement stands for.

Historical Skills

- Demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world.
- Identify specific changes within and across different periods over a long arc of development.
- Explain that the past can be represented or interpreted in many different ways and select relevant historical information.
- Use methods of historical enquiry and know how evidence is used to make historical claims.
- Devise my own historically valid questions.
- Represent the past using a range of historical information from a range of historical sources.
- Create my own structured accounts, including written narratives and analyses using key historical terms.