



History

Knowledge and Skills Progression EYFS - Y6

Year	Term	Historical enquiry question	Historical enquiry How?	Historical understanding What?	Chronological understanding	Vocabulary
EYFS		<ul style="list-style-type: none"> • Can I look closely at similarities, differences, patterns and change? • Make observations and explain why some things occur and talk about changes. 			<ul style="list-style-type: none"> • Can I talk about the past and present events in my own life and in the lives of family members? 	Simple words to describe the passing of time - e.g. <ul style="list-style-type: none"> • 'past' 'before' 'now' 'then'
Early Learning Goals Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 						
1	Autumn	How has transport changed?	I understand we can find out about the past by: <ul style="list-style-type: none"> • looking at and reading non-fiction books • searching the internet • talking to people who were around at the time that we want to learn about • watching video clips or TV shows about the time in history we want to find out about • visiting museums • looking at photographs 	<ul style="list-style-type: none"> • Begin to understand transport was different when their parents and grandparents were little. • Understand that transport: cars, buses, trains have changed over time 	<ul style="list-style-type: none"> • I can order decades chronologically • I can order images of transport in chronological order. 	Decade Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe



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			<ul style="list-style-type: none"> • looking at objects from the past • I know that some objects were different in the past to how they are today. • I can describe old objects. • I can identify objects that are old and objects that are new. • I can compare old and new objects. • I can pose simple questions to find out about the past. 			<p>events and people from the past -</p> <p>e.g. 'rich' 'poor' 'local' 'national' 'important'</p>
1	Spring	Where and why have humans explored?	<p>I understand we can find out about the past by:</p> <ul style="list-style-type: none"> • looking at and reading non-fiction books • searching the internet • talking to people who were around at the time that we want to learn about • watching video clips or TV shows about the time in history we want to find out about • visiting museums • looking at photographs • looking at objects from the past 	<p>Over the years, humans have explored many places on Earth and beyond, including:</p> <ul style="list-style-type: none"> • rainforests • the North and South Poles • the world's continents • deserts • the world's oceans • the Moon • the world's highest mountains <p>The main reasons why humans explore are:</p> <ul style="list-style-type: none"> • we want to learn new things • we are naturally curious about other places 	<ul style="list-style-type: none"> • I can distinguish between different periods in time using simple markers, such as inventions. 	<p>after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then</p>



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			<ul style="list-style-type: none"> • I can pose simple questions to find out about the past. • I can compare the lives and achievements of famous historical figures. 	<ul style="list-style-type: none"> • we want to be the first to discover a new place • we want to make a difference in our world, to make it a better place • we want to make amazing discoveries <p>Many people have explored new places, including;</p> <ul style="list-style-type: none"> • Ibn Battuta • Charles Darwin • Roald Amundsen • Edmund Hillary • Neil Armstrong • Sylvia Earle 		
1	Summer	Have kings and queens always lived in palaces?	<p>I understand we can find out about the past by:</p> <ul style="list-style-type: none"> • looking at and reading non-fiction books • searching the internet • talking to people who were around at the time that we want to learn about • watching video clips or TV shows about the time in history we want to find out about 	<p>Kings and queens live in castles and palaces. They were:</p> <ul style="list-style-type: none"> • built for important people, their families and servants • built to protect important people from attack • often built high up on a hill so that any 	<ul style="list-style-type: none"> • I can organise kings and queens on a simple timeline. • I can recognise how palaces/castles have changed over time. 	<p>Medieval attack, Battle of Hastings, Balmoral Castle, before,</p>



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			<ul style="list-style-type: none">• visiting museums• looking at photographs• looking at objects from the past <ul style="list-style-type: none">• I can pose simple questions to find out about the past.• I can compare the lives and achievements of famous historical figures.	<p>attackers could be seen</p> <ul style="list-style-type: none">• often very big to show how much money the important person had• designed to launch weapons to attack the enemy <p>King Charles III is the present-day king of England. He came to the throne in 2022 after the death of his mother, Queen Elizabeth II.</p> <p>Queen Elizabeth reigned for 70 years, meaning she is the United Kingdom's longest-reigning monarch.</p> <p>The castles and palaces that were significant in the Queen's reign were:</p> <ul style="list-style-type: none">• Buckingham Palace		<p>Buckingham Palace, change, continuity,</p> <p>coronation, defend king, monarch, monument, moat, now, past, present,</p> <p>present day, protect, queen, Queen Elizabeth II, reign, regal, significant, sceptre, similar, then,</p> <p>Windsor Castle, William the Conqueror</p>
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				<ul style="list-style-type: none">• Windsor Castle• Balmoral Castle in Scotland <p>The reign of the first King of England, William I. He reigned in the year 1066 after winning the Battle of Hastings. He is also known as William the Conqueror.</p> <p>Between William I and the present-day King Charles III, there have been 41 other Kings and Queens of England.</p> <p>Some of the most famous ones are Queen Elizabeth I and Queen Victoria</p>		
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2	Autumn	Why was the Great Fire of London a significant event?	<ul style="list-style-type: none"> I can use photographs and illustrations to compare London today with London in 1666. I can use maps to explain some of the ways London has changed over time. I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary and other sources such as newspaper article and pictures. I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. I can identify objects, writing and pictures that tell us about the past as historical sources. 	<ul style="list-style-type: none"> I can explain some of the ways in which London was different in 1666 to today. I understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital. I can explain the key events of the Great Fire of London. I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. I can explain how the appearance of London changed after the Fire both the houses and the street layout and that the 	<ul style="list-style-type: none"> I know that the Great Fire of London took place in the Stuart period. I can place the Great Fire of London on a timeline. I can organise events into chronological order. 	<ul style="list-style-type: none"> Century Plague Stuart King Charles II Source Samuel Pepys Thomas Farriner Monument Victorians Chronological Century local history photographs environment maps aerial photographs census drawings oral history Using phrases and words to describe the passing of time-



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				fire led to better fire service.		
2	Spring	Why do we remember Florence Nightingale?	<ul style="list-style-type: none"> • I can use a photograph to infer facts about a person and time period. • I can use quotes from historical figures to learn about people and events in the past. • I can compare Mary Seacole and Florence Nightingale. • I can use plaques and memorials to help understand why they are celebrated. 	<ul style="list-style-type: none"> • I know that rich women in Victorian times did not usually have jobs. • I know that men and women had very different roles in Victorian times. • I know that medical care was very different in Victorian times to today. • I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. • I can explain how Florence Nightingale improved hospitals during the war. • I understand Florence really improved hospitals at home and her training of nurses was very important. • I understand that Mary Seacole also went to Crimea to help look 	<ul style="list-style-type: none"> • I know when the Victorian era was. • I can explain the life and achievements of Florence Nightingale in chronological order 	<p>e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' '</p>



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				<p>after injured soldiers.</p> <ul style="list-style-type: none"> • I can explain why Florence Nightingale is still remembered today and understand medals with her name on are still given to nurses, even though she died over 100 years ago. • I can explain some of the reasons why Florence Nightingale's work is more widely known than Mary Seacole. 		
2	Summer	How has Aintree changed overtime?	<ul style="list-style-type: none"> • I can suggest different ways to find out about the past. • I can use a variety of sources to find out about the past including maps, log books, photographs. • I can interview eyewitness to help us understand what events in the past. • I can compare school life in Holy Rosary of the past with school life now. I can identify differences and similarities. • I can compare modern maps 	<ul style="list-style-type: none"> • I understand Holy Rosary Catholic Primary School was a small school that has grown over time. • I understand it was once on two sites and they merged together in 2008. • I understand that Aintree used to be mainly farmland in 1908 and it has grown into a large 	<ul style="list-style-type: none"> • I can create a simple timeline to show the stages of the school's development. • I can use my knowledge of Florence Nightingale to help imagine what life was like in 1908 	



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			with maps of the past and identify similarities and differences.	village with two schools and many more housing and shops. • I understand that Aintree grew partly because of the flatness of the land (and therefore could be built upon) and its close location to Liverpool. • I understand there are signs of the past that still exist today.		
End of KS1 Expectations (NC)	Pupils should be taught about: <ul style="list-style-type: none">• 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• 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					

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3	Autumn	How did life change in Britain from the Stone Age to the Iron Age?	<ul style="list-style-type: none"> I can explain how archaeologists use artefacts to learn about the past. I can explain some of the methods archaeologists use to find out about the past. I can explain why Star Carr is an important archaeological site. I can explain why Stonehenge is an important historical site. <p>I can use a variety of sources to answer questions about the past.</p>	<ul style="list-style-type: none"> I know what the term 'prehistory' means. I know that the Stone Age can be split into three different time periods. I can describe the main features and developments of each of the eras of prehistory. I can explain why people settled where they did. I know how iron was mined and used during the Iron Age and how this changed life in Britain. I know that there is evidence of Stone Age people in the North West. 	<ul style="list-style-type: none"> I can place the Stone Age, Bronze Age and Iron Age on a timeline. I know that prehistory spans millions of years 	<ul style="list-style-type: none"> Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic Invade Settle Roman Empire Emperor Revolt Civilisation Ancient Modern Ancient Egypt Before Common Era Common Era
3	Spring	Invaders and Settlers: Romans	<ul style="list-style-type: none"> I can consider different points of view about a historical event. I can study different accounts of a historical figure and suggest why they are different. I can gather information from 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I understand some of the reasons why people migrate and settle in different areas. I know that Celts were living in Britain at the time 	<ul style="list-style-type: none"> I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place 	<p>Using phrases and words to describe the passing of time -</p> <p>e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade'</p>



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			<p>books, texts and pictures to find out about aspects of life in Roman Britain.</p>	<p>of the Roman invasion.</p> <ul style="list-style-type: none"> • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can explain the structure of the Roman army. • I can compare the hierarchy and leadership of Celtic Britain and the Romans. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. 	<p>the Romans on a timeline.</p> <ul style="list-style-type: none"> • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<p>'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'empire' 'emperor'</p>
3	Summer	Ancient Civilisations - Focused study on Ancient Egypt.	<ul style="list-style-type: none"> • I can use maps to explore and explain why certain civilisations developed in their area. • I can use a range of sources to investigate ancient civilisations. • I can explore artefacts found in 	<ul style="list-style-type: none"> • I can locate different ancient civilisations on maps. • I understand why these ancient civilisation developed in their 	<ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know that 	



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			<p>Tutankhamen's tomb to infer understanding about ancient Egypt.</p> <ul style="list-style-type: none">• I can make suggestions about what unfamiliar artefacts might have been used for.• I can explain the significance of the discovery of the Rosetta stone.• I can generate questions I want to find the answers to about life in ancient Egypt.• I can choose an area I wish to research, and use a variety of sources to carry out my research.	<p>locality.</p> <ul style="list-style-type: none">• I can explain why Ancient Egyptian civilisation settled and centred around the Nile.• I can describe the features of daily life in ancient Egypt.• I understand the role of the Pharaoh as the leader of Ancient Egypt.• I can explain the events surrounding the discovery of Tutankhamen's tomb.• I can describe ancient Egyptian beliefs in the afterlife.• I explain the process of mummification	<p>ancient civilisations developed at different rates.</p> <ul style="list-style-type: none">• I know when the ancient Egyptian civilisation was.• I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.	
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4	Autumn	How did England change during the settlement of the Anglo-Saxons, Picts and Scots?	<ul style="list-style-type: none"> I can use maps of Europe to explain where the Angles, Jutes and Saxons came from (Denmark, Germany and the Netherlands) I can explain some of the ways archaeologists choose which sites to excavate. I know that there are questions about the past that have not yet been decisively answered by historians. I can use primary sources and historical accounts to learn about the Anglo-Saxon invasion. I know that I need to think critically about a historical source in order to assess its reliability. I can use artefacts to support my ideas about who was buried at Sutton Hoo. I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan 	<ul style="list-style-type: none"> I know who the Anglo-Saxons were and where in Europe they came from. I can explain some of the reasons why the Britain became a place that people migrated to. I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. I can use the historical account of Gildas the Wise to learn about the Anglo-Saxon invasion. I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. I can explain how Christianity came to Britain. I know that Christianity became the dominant religion of Britain c.600AD. 	<ul style="list-style-type: none"> I can place the Anglo-Saxons on a timeline. I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. I know when Christianity came to Britain c.600AD. 	<ul style="list-style-type: none"> Sutton Hoo Anglo-Saxons Picts Scots Conquer Pagan <p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>



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			<p>or Christian and use this to infer further facts.</p> <ul style="list-style-type: none"> I can use a range of historical sources to find out about everyday life in Anglo-Saxon Britain. 	<ul style="list-style-type: none"> I can explain who Saint Bede was and why he is a significant historical figure. 		
4	Spring	The Mayans	<ul style="list-style-type: none"> I can generate multiple questions to explore, choosing the ones I most want to investigate. I understand the importance of translating the Mayan hieroglyph writing system for historians to learn about the Mayan civilisation. I can examine images and artefacts to learn about Mayan society. I understand the importance of preserving historical documents and artefacts. I know that knowledge about the past is constantly improving as historians make more discoveries. I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> I can explain the encounters between Spanish conquistadors and Mesoamerican civilisations. I can explain how the Mayan ruins were discovered. I know that the Mayans were organised into city states that were controlled by absolute monarchs. I can explain the roles and status of different types of people in Mayan society. I can describe Mayan religious beliefs, including the need for blood sacrifices. I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> I know that the Maya first developed their civilisation c.2000 BC. This period from 250 AD to c.900 AD is called the Classic period. In around 1600 AD (the postclassic period) the Maya were conquered and destroyed by the Spanish invaders. I can create a timeline of significant achievements of the Mayans. I know that during the Maya civilisation, Britain went through 	<ul style="list-style-type: none"> Aztec Conquistador Hieroglyphs Colony Maya Constitutional monarchy Democracy City state Absolute monarchy



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					the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England.	
4	Summer	Local History What is the significance of the Wet Dock for Liverpool?	<ul style="list-style-type: none"> • I can use maps and pictures to identify and compare the changes to the docks over time. • I can use various sources of data to explain that the population of Liverpool increased as the dock expanded. • I can identify evidence still existing today to explain how the dock was used in the past and how it has changed over time. 	<ul style="list-style-type: none"> • I can explain what a dock is. • I can use maps to identify the different docks and the gates into the River Mersey. • I know that the first wet dock was built in 1715. • I can explain why the dock was so important to the city of Liverpool. • I can explain how the custom house has changed over time. • I am beginning to understand different ways that the past has been preserved and memorialised and some the reasons why. 	<ul style="list-style-type: none"> • I know that the first wet dock, The Old Dock, was built in Liverpool in 1715. • I know that more docks were built on the Mersey waterfront in Liverpool in the 1700s because the Old Dock was so successful. • I know that the Old Dock was filled in in 1826 because it was too small. 	<ul style="list-style-type: none"> • tide • tidal range • dock • wet dock • dry dock • dock gates • warehouse • employment • population • archaeologists • museum • preservation • maritime heritage



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5	Autumn	Vikings vs Anglo- Saxons What were the causes and consequences of the Viking invasion for Britain?	<ul style="list-style-type: none"> • I can use maps of Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can use historical documents, such as the Treaty of Wedmore, to explain how peace was established between the Anglo-Saxon kingdoms and the Vikings. • I can use images and artefacts to learn about the role religion played in creating peace between Alfred and Guthrum following his conversion to Christianity. • I can use maps to identify places where the Vikings settled, including local places. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this 	<ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can suggest why the Vikings attacked Lindisfarne in 793AD. • I know that the Vikings continued to colonise England and established a base at York/Jorvik. • I can describe what the Danelaw was and why the Vikings were paid Danegeld. • I know who King Alfred was and explain why he was known as 'the Great'. • I can explain the improvements Alfred made to make England a safer kingdom. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. 	<ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. • I know that the Vikings first invaded England in 793AD. • I know that the Vikings began to colonise England in 865AD. • I know that the Treaty of Wedmore 886AD changed England. • I know that the death of Edward the Confessor in 1066 led to the events of the Battle of Hastings. 	<ul style="list-style-type: none"> • Vikings • Anglo-Saxons • Peace treaty • Danelaw • Danegeld • Mercia • Wessex • Jorvik • Witan • Bayeux Tapestry • Conqueror



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			<p>information to help explain the events that led to England becoming a unified country.</p> <ul style="list-style-type: none"> • I can challenge various claims to the throne and offer and justify my own views as to who had the strongest claim to the throne. 	<ul style="list-style-type: none"> • I can explain in detail the events that proceeded and surrounded the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. 		
5	Spring	<p>Why is the Victorian era called a period of 'Great Change'?</p>	<ul style="list-style-type: none"> • I can use a range of sources to understand the technological changes that happened during the Victorian era. • I can use historical sources and images to compare the lives of poor and wealthy Victorians. • I can read extracts from contemporary authors (Dickens) to learn about the living conditions of poor Victorians. • I can use historical documents to recognise that population increased in cities and that people often migrated from the countryside to cities for work. • I can use census records to examine how Kitty Wilkinson's life changed over time. 	<ul style="list-style-type: none"> • I know that the Victorian era was a period a rapid industrial change. • I recognise that the industrial revolution meant that conditions for poor children worsened. • I can explain why people like Dr Barnardo and Lord Shaftsbury worked to improve their conditions. • I know that the lives of adults and children were changed due to new laws and Acts of Parliament e.g. The Public Health Act (1875) and The Factory Act (1878). • I can examine the life of Kitty Wilkinson and explain the significance of her role and actions during the Cholera outbreak in Liverpool. 	<ul style="list-style-type: none"> • I can sequence events from the Victorian era on a timeline. • I know that the Victorian era was from 1837 - 1901. • I can sequence various laws and Acts of Parliament that were established during this time. • I know there was a significant outbreak of Cholera in Liverpool in 1832. 	<ul style="list-style-type: none"> • Industrial Revolution • Slum • Workhouse • Pauper • Rural • Urbanisation • Factory • Mill • Poverty • Sanitation • Act of Parliament • Cholera • Public Baths and Wash Houses • Public Health • Pioneer



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			<ul style="list-style-type: none"> • I can use historical artefacts and memorials to explain why some people are remembered before others. • I can explain the importance of questioning and assessing the reliability of sources and explain what might motivate someone to present information in a certain way. 	<ul style="list-style-type: none"> • I can compare and contrast how Kitty Wilkinson and Florence Nightingale were memorialised and remembered. • I can question to what extent class and wealth plays in how individuals are remembered. 		
5	Summer	Who were the ancient Greeks?	<ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use images from Greek vases to learn about Greek warfare. • I can use extracts from Greek literature (Homer) to learn about Greek warfare and the importance of maritime strength in the Mediterranean. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can explain the role of Hoplites as part of Greek infantry. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. 	<ul style="list-style-type: none"> • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Archaic period • Classical period • Hellenistic period • Athens • Sparta • Peloponnesian • Polis (City States) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians <p>Using phrases and</p>



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		<ul style="list-style-type: none">• I can read a site plan/map of an Ancient Greek sanctuary and make links between Ancient Greek life and how this was shown through religious worship.• I know it is important to question source reliability.• I can explain some of the challenges historians and archaeologists face when working with fragments from ancient history.	<ul style="list-style-type: none">• I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.• I can name some famous ancient Greek philosophers and explain why they are remembered today.• I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.	<p>words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>
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Year	Term	Historical enquiry question	Historical enquiry How?	Historical understanding What?	Chronological understanding	Vocabulary
6	Autumn	How has crime and how we punished it changed in Britain?	I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.	<ul style="list-style-type: none"> I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. 	<ul style="list-style-type: none"> I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. 	<ul style="list-style-type: none"> Transportation Pillory Poacher Highwayman Tudor Early modern period Primary source Secondary source Triangular Trade Route Africa, Americas Atlantic Ocean Liverpool enslaved transported auction docks inhumane
6	Spring	Local Study To what extent was Liverpool involved in	<ul style="list-style-type: none"> I can use historic and modern maps of Liverpool to identify changes that have occurred over time. I can use maps, painting and images to explain how the slave trade enabled 	<ul style="list-style-type: none"> I can explain the Triangular Trade Route operated and the role Liverpool played in it. I can explain that many of the ships that travelled on the Triangular Trade Route 	<ul style="list-style-type: none"> I can explain that the Triangular Trade Route was the name given to the route used in the transatlantic slave trade between Europe, Africa, and the 	<ul style="list-style-type: none"> Brookes Slave Ship voyage runaway plantation labour James Brookes



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		the slave trade?	<p>Liverpool to grow rapidly and develop as a city.</p> <ul style="list-style-type: none"> I can examine records and documents to identify plantation owners who were Liverpool businessmen. I can use newspaper clippings and archive photos to learn about slave auctions. I can use extracts to infer what the conditions were like on the Brookes Slave Ship. I can examine portraits of William Roscoe and question why he has been portrayed in this particular way. I understand that portraiture is deliberately designed to reflect the subject in a specific way. 	<p>started their journey in Liverpool.</p> <ul style="list-style-type: none"> I understand that the slave trade provided employment for people in Liverpool. I can explain how William Roscoe campaigned for the abolition of slavery. 	<p>Americas during the 1700s and 1800s.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>
6	Summer	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> I can suggest which decade a photo was taken using historical clues. I know the difference between a primary and a secondary source. I can suggest which sources I would need to consult to research 	<ul style="list-style-type: none"> I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. I can suggest which changes have had the biggest impact in Britain since 1948. 	<p>I can describe changes in Britain since 1948 chronologically</p>	<p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>



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			<p>different eras in British history.</p> <ul style="list-style-type: none">• I can identify whether a source is a primary or secondary source.• I can use primary and secondary sources to research different decades.	<p>I can summarise the changes in Britain since 1948.</p>		
<p>End of Key Stage 2 Expectations (NC)</p>	<p>Pupils should:</p> <ul style="list-style-type: none">• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.• Understand how our knowledge of the past is constructed from a range of sources.					