



History

Knowledge and Skills Progression

Year	Term	Topic	Historical enquiry	Historical understanding	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'
1	Autumn	Homes in the past.	<ul style="list-style-type: none"> • I can use photographs to explore what the interiors of Victorian homes were like. • I can use photographs of objects to explore what daily life was like in Victorian times. • I can use illustrations to compare and contrast modern 	<ul style="list-style-type: none"> • I know that houses built today are different from houses built a long time ago. • I can match houses to their time period. • I can explain how house designs have changed over time. • I know who Queen Victoria was. • I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. • and Victorian homes. • I can name some objects found in a Victorian house 	<ul style="list-style-type: none"> • I can use photographs to explore what the 	<ul style="list-style-type: none"> • Decade • Modern • Victorian • • Explorer • Exploration • New World • Medieval • Rebellion • Monarch • Monarchy • Normans <p>Using simple phrases and words to describe the passing of time -</p>



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				<p>that we no longer use today.</p> <ul style="list-style-type: none"> I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine. 		<p>e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past -</p> <p>e.g. 'rich' 'poor' 'local' 'national' 'important'</p>
1	Spring	Intrepid Explorers	<ul style="list-style-type: none"> I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures. 	<ul style="list-style-type: none"> I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> I can distinguish between different periods in time using simple markers, such as inventions. 	
1	Summer	Castles	<ul style="list-style-type: none"> I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. 	<ul style="list-style-type: none"> I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest some actions a 	<ul style="list-style-type: none"> I know when the Normans lived. I can organise events into a simple timeline. 	



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				<p>new monarch would need to take to make sure his crown was safe.</p> <ul style="list-style-type: none"> • I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. • I can explain how uses for castles have changed over time. 		
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2	Autumn	The Great Fire of London	<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. • I can read extracts from 	<ul style="list-style-type: none"> • I can explain some of the ways in which London was different in 1666 to today. • 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. 	<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 dated cards into a 	<ul style="list-style-type: none"> • Century • Plague • Stuart • King Charles II • Source • Samuel Pepys • Thomas Farriner • Monument • Victorians • Chronological Century



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			<p>Samuel Pepys diary and explain what they tell us about the fire.</p> <ul style="list-style-type: none"> I can distinguish between objects, writing and pictures as historical sources. 		<p>timeline of British history.</p>	<p>local history, photographs, environment, maps aerial photographs, census, drawings oral history</p>
2	Spring	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. 	<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 why Florence Nightingale is still remembered today. 	<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>Using phrases and words to describe the passing of time- e.g. 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'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>
2	Summer	Local Study	<ul style="list-style-type: none"> I can use a variety of sources to find out about the past 	<ul style="list-style-type: none"> I recognise and explain how Aintree has changed over time. 	<ul style="list-style-type: none"> I can explain how Aintree has change over time (using 	



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			<ul style="list-style-type: none"> I can distinguish between objects, writing and pictures as historical sources. 	<ul style="list-style-type: none"> I can identify older and more modern landmarks. I know how and when Aintree was named. 	chronological order).	
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 <u>Vocabulary</u>					



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3	Autumn	Prehistoric Britain	<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 use a variety of sources to answer questions about the past. 	<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 	<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
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 books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that 	<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 the Romans on a timeline. I know when the Romans invaded 	<ul style="list-style-type: none"> Civilisation Ancient Modern Ancient Egypt Before Common Era Common Era <p>Using phrases and words to describe the passing of time -</p> <p>e.g. 'past' 'before' 'now' 'then'</p>



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				<p>the Romans brought to Britain.</p> <ul style="list-style-type: none"> I can suggest how Britain might be different today if the Romans had never invaded. 	<p>Britain by working out how many of my lifetimes it has been since 43 AD.</p>	<p>'present' 'period' 'decade' '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 Egypt	<ul style="list-style-type: none"> I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. 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. 	<ul style="list-style-type: none"> I can describe the features of daily life in 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 	<ul style="list-style-type: none"> I can describe the difference between ancient and modern periods. 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	Early Civilisations	<ul style="list-style-type: none"> • I can make predictions about objects that might have been invented before, during and after early civilisations. • I can use different sources of information to confirm if my predictions were correct or not. • I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. 	<ul style="list-style-type: none"> • I know where in the world the earliest civilisations took place. • I can describe and compare some of the first writing systems. • I can explain how some writing systems developed through time. • I can translate sentences from the Phoenician alphabet. • I can explain where and when money was first used. • I can explain some early number systems and why they were developed. • I can describe some of the technological advances of early civilisations. 	<ul style="list-style-type: none"> • I can explain the difference between AD years and BC years. • I can place the earliest civilisations on a timeline. 	<ul style="list-style-type: none"> • Ancient Sumer • Indus Valley • Minoan • Ancient Greece • Ancient Egypt • Shang Dynasty • Phoenician • Ancient Rome • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan • Aztec • Conquistador • Colony • Maya • Constitutional monarchy • Democracy • City state • Absolute monarchy
4	Spring	Anglo-Saxons, Picts	<ul style="list-style-type: none"> • I can explain some of the ways archaeologists choose which sites 	<ul style="list-style-type: none"> • I know who the Anglo-Saxons were and where in 	<ul style="list-style-type: none"> • I can place the Anglo-Saxons on 	



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		<p>andScots</p>	<p>to excavate.</p> <ul style="list-style-type: none"> • I know that there are questions about the past that have not yet been decisively answered by historians. • 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 read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability 	<p>Europe they came from.</p> <ul style="list-style-type: none"> • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. <p>I can explain how Christianity came to Britain.</p>	<p>a timeline.</p> <ul style="list-style-type: none"> • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. 	<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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4	Summer		<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 writing system for historians to learn about the Mayan civilisation.• 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 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 when the Mayan civilisation was.• I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.	
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5	Autumn	Vikings vs Anglo- Saxons	<ul style="list-style-type: none"> • I can use a picture of maps in 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 find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<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 describe what the Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. 	<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 	<ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians <p>Using phrases and words to describe the passing of time and context of civilisations</p>



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				<ul style="list-style-type: none"> I can explain how England became a unified country. 		<ul style="list-style-type: none"> - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' 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'
5	Spring		<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can place the Victorians on a timeline? Can children use a portrait to draw inferences? Can children suggest what life would have been like for children living in the past? 	
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 a variety of primary and secondary sources to gather information about the ancient Greeks and their way of 	<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, 	<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 	



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			life, including myths.	oligarchy and democracy. <ul style="list-style-type: none">• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.• 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.• 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	timeline.	
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				<i>Greek civilisation.</i>		
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6	Aut	Crime and Punishment	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 <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>
6	Spring	Local Study (Liverpool)				Using words and phrases to describe events and people from the past - e.g.
6	Summer	How has life in Britain	<ul style="list-style-type: none"> I can suggest which decade a photo was taken in using historical clues. 	<ul style="list-style-type: none"> I can describe some of the features of life in Britain for each decade 	I can describe changes in Britain since 1948	



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		<p>changed since 1948?</p>	<ul style="list-style-type: none"> • I know the difference between a primary and a secondary source. • I can suggest which sources I would need to consult to research different eras in British history. • I can identify whether a source is a primary or secondary source. <p>I can use primary and secondary sources to research different decades.</p>	<p>from the 1950s to the 1990s.</p> <ul style="list-style-type: none"> • I can suggest which changes have had the biggest impact in Britain since 1948. <p>I can summarise the changes in Britain since 1948.</p>	<p>chronologically</p>	<p>'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>
<p>End of key Stage Expectations</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. 					



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