



Progression of History Knowledge and Skills

	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
EVFS	<p>Who am I? Identifying changes within themselves since birth. Meeting babies and identifying how they have changed along with what a baby needs to grow.</p>	<p>What do I know about my community? Who is in my community? What was my community like in the past? (within their own memory, i.e. new build housing nearby)</p>	<p>What happened in the past? (Child's own memory) – begin to understand chronology. Timeline of their own life. Curriculum Maestro Year 1 unit – Childhood. Beginning to sequence events in their own life and to identify now and then in photographs that extend beyond their own life.</p>	<p>The Whale Song Understanding chronology through stories. Recognising differences between now and then.</p>	<p>The invention of ice cream. The invention of the Teddy Bear. Ordering teddy bears from modern to old and explaining their choices.</p>	<p>Chronology – understanding of their own chronology and that of their parents. Curriculum Maestro adapted year 1 unit – Memory Box – what was life like for their parents and their grandparents? Beginning to recognise that life beyond their own memory, was different.</p>
KS1 History ½ term per term (Cornerstones)	<p>Dinosaur Planet CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time (1) Sequence events in their life (1) Sequence artefacts closer together in time – check with references (2) <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> They know and recount episodes from stories about the past (1) Recognise why people did things and what happened as a result (2) <p>INTERPRETATION</p> <ul style="list-style-type: none"> Compare 2 versions of a past event. (2) 	<p>Street Detectives – A local history study CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Sequence events in their life (1) Sequence photographs etc. from different periods of their life.(2) Describe memories of key events in lives (2) <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own lives and others' lives. (1) They know and recount episodes from stories about the past (1) Recognise why people did things and what happened as a result (2) Identify differences between ways of live at different times. (2) <p>INTERPRETATION</p> <ul style="list-style-type: none"> Compare adults talking about the past – how reliable are the memories? (1) Compare 2 versions of a past event (2) Compare 2 pictures or photographs and discuss reliability (2) <p>ENQUIRY</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from artefacts (1) Use a source – observe or handle sources to answer questions based on simple observations (2) 	<p>School Days CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Match objects to people of different ages (1) Sequence events in their life (1) Sequence photographs etc from different periods of their life. (2) Describe memories of key events in lives (2) <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own lives and others' lives. (1) Recognise why people did things and what happened as a result (2) Identify differences between ways of live at different times. 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	<p>Children learn about prehistory and understand that this period is before history is written. Children will learn about dinosaurs and fossils, and the amazing discoveries of palaeontologists, such as Mary Anning.</p>	<p>Children will learn about their local area. This project develops children's knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area. Grandparents and community will be invited into school to talk to the children about their childhood and how the village has changed.</p>	<p>The children will continue to build on the learning about their own community, extending their knowledge to beyond living memory, including the history of their school. They will use original school log books to find out about this school in the past. They compare schooling in the Victorian era to their experiences today.</p>	<p>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance, including Guy Fawkes and Tim Berners-Lee.</p>	<p>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns, including Queen Elizabeth II and the coronation of King Charles.</p>	<p>The children will look at seaside holidays now and in the past. They will use their knowledge of the childhood unit and units that have looked at Victorian way of life, to suggest why holidays are different now compared to Victorian times. The children will look at how public attitudes to beach holidays have changed.</p>



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<p>LKS2 History ½ term per term (Cornerstones)</p>	<p>Tribal Tales CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Place the time studied on a timeline.(3) Use dates and terms related to the unit and passing of time. (3) Place events from the time studied on a timeline (4) Use terms related to the period and begin to date events (4) Use BC / AD (4) <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Find out about everyday lives of people in the time studied.(3) Compare with our life today (3) Offer a reasonable explanation for some events (4) <p>INTERPRETATION</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented (3) Consider representations of the period (museums, cartoons etc.) (3) Look at evidence available (4) Use text books and historical knowledge (4) <p>ENQUIRY</p> <ul style="list-style-type: none"> Observe small details – pictures (3) Begin to use the library and internet for research (3) Ask a variety of questions (4) Use the library and internet for research (4) 	<p>Ancient Civilisation – Ancient Sumer CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Place the time studied on a timeline.(3) Use dates and terms related to the unit and passing of time. 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(3) Observe small details – artefacts, pictures (3) Record information relevant to the study (3) Begin to use the library and internet for research (3) Use evidence to build up a picture of a past event (4) Use the library and internet for research (4) 	<p>Stone age to the end of the iron age – advances in their periods CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Place the time studied on a timeline.(3) Use dates and terms related to the unit and passing of time. 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	<p>Develop children's knowledge of prehistoric times. Children learn how early human culture and land use developed during the Stone Age, Bronze Age and Iron Age. This is a starting point for them to learn about the development of life from Stone age through to Iron Age.</p>	<p>Children will learn about one of the world's first ancient civilisations: ancient Sumer; the rise, life, achievements and eventual end of the civilisation. This gives the children an opportunity to look further into the past and explore the legacy from the time.</p>	<p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. This builds on Tribal Tales and gives the children a greater insight into prehistory life in.</p>	<p>The children build on their KS1 knowledge about local history. They look at the work of local inventor Dan Albone and how his inventions have shaped local practice today. We will also look at the Shuttleworth Collection and learn about the invention of radar and the development of flight.</p>	<p>The children learn about the Romans and why they came to Britain. They will build on their Stone Age knowledge to find out why Boudicca revolted. They will learn about Roman way of life and how this has shaped our lives today.</p>	<p>Develop children's knowledge of the Norman invasion and settlement. Children learn about the Battle of Hastings, key dates and events, Norman culture, the feudal system and the Domesday Book, including the local entry and how our village was recorded.</p>



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	Shang Dynasty	Maafa	Ancient Greeks	Britain at War	Traders and Raiders	Off with her Head
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(6) <p>ENQUIRY</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources. (5) Use evidence to build up a picture of a past event. (5) Select relevant sections of information. (5) Use the library and internet for research with increasing confidence. (5) 	<p>CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> Know and sequence key events of time studied and begin to place events in relation to other studies. (5/6) Use relevant terms and period labels and refer to relevant dates (5/6) Make comparisons between different times in the past. Sequence 5 events on a timeline. (5/6) <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women. (5) Examine causes and results of great events and the impact on people. (5) Compare life in early and late 'times' studied. (5) Compare an aspect of lie with the same aspect in another period. 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	This project teaches children about the history of ancient China,	This project teaches children about Africa past and present, with a	This project teaches children about developments and changes over six	This project teaches children about the causes, events and	Sail back to the Dark Ages, where battles were rife and fear reigned.	Develop children's knowledge of the Tudor dynasty. Children learn



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	<p>focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>	<p>particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>	<p>periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>	<p>consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>	<p>Find out about the lives of the Saxons, including how they lived and where they came from. Meet the bloodthirsty Vikings from Scandinavia – never before had such terror swept the land.</p>	<p>about Henry VIII and his marriages, life and legacy.</p>
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