



History Knowledge Progression

EYFS		Year 1	Year 2
<p>Early Learning Goals</p> <p>http://www.hawkesley.bham.sch.uk/Early-Years/</p>	NC Objectives	<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 	
<p>Talking about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books and read in class and stories in class</p>	Within living memory	<p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p>	
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	Beyond living memory		<p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p>
<p>Talking about the lives of the people around them and their roles in society</p>	Significant People	<p>Know about a famous person from outside the UK and explain why they are famous</p>	<p>Know the name of a famous person, or a famous place, close to where they live.</p>
<p>Describe their immediate environment using knowledge from observation and stories and discussion</p>	Local History	<p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p>	<p>Know how the local area is different to the way it used to be a long time ago</p>

	Year 3	Year 4	Year 5	Year 6
NC Objectives	Pupils should be taught about: <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
Chronology (stone age to 1066)	<p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know the main differences between the stone, bronze and iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p> <p>Romans Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudicca</p> <p>Know about at least one famous Roman emperor</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a time line to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>		
Beyond 1066				<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p>
Ancient Ancients		<p>Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p>		

Civilization for 1000 years ago			<p>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>Know why they were considered an advanced society in relation to that period of time in Europe</p>	
Ancient Greece			<p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about and can talk about the struggle between the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know about the link between the Ancient Greeks and the modern Olympics</p> <p>Know at least five sports from the Ancient Greek Olympics</p>	
Local Study				<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>
Historical Enquiry Skills	<p>Research to find answers to specific historical questions about their locality</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past</p> <p>Know about the impact that one period of history had on the world</p>	<p>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</p> <p>Research what it was like for children in a given period of history and present findings to an audience</p> <p>Research to find answers to specific historical questions about their locality</p> <p>Know how their locality has been shaped by what happened in the past</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past</p> <p>Know about the impact that one period of history had on the world</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>