

Holy Trinity CE Primary School



History – Progression of knowledge

History – National Curriculum

KS1	KS2
<p>KS1 Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> • changes within living memory. • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements • significant historical events, people and places in their own locality <p>They should –</p> <ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods <ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms • should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events <p>understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>KS1 Pupils should develop knowledge about -</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England <ul style="list-style-type: none"> • 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 and Ancient Greece • a non-European society that provides contrasts with British history <p>They should –</p> <ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, local and world history • note connections, contrasts and trends over time and develop the appropriate use of historical terms • 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 <p>understand how our knowledge of the past is constructed from a range of sources</p>

History Curriculum – Knowledge End Points

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Ask a question to find out about the past • To know we can use books/photographs/internet to find out about the pas • Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries.

<ul style="list-style-type: none"> • Develop an awareness of a significant historical event • To begin to understand about time passing • Place stages of their own life on a timeline and talk about the changes • To have an understanding of the words associated with the passing of time, e.g. past, present, future, long ago, many years before 	<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
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EYFS	Journeys through time, place and mind I know who my family members are I know what a family is I know some similarities and differences between things in the past and now	The Power of the Arts I know some similarities and differences between the past and now in animation	In the beginning...	Let's Discover...? I understand that transport has changed overtime	The world within London I know London has changed overtime	The World – processes and changes

Year 1	<p>Journeys through time, place and mind</p> <p>I know different reasons why people come to Brixton</p>	<p>The Power of the Arts</p> <p>I know some famous composers from the past</p> <p>I know how to find out facts about a famous composer from the past</p> <p>I know significant dates occurred in the life of a famous composer</p>	<p>In the beginning...</p> <p>I know the key dates of the Jurassic ages</p> <p>I know that the climate has changes overtime</p> <p>I know that dinosaurs are extinct</p>	<p>Let's Discover...?</p> <p>I know the dates of different inventions That have changed our lives overtime</p>	<p>The world within London</p> <p>I know how the park has changed overtime</p>	<p>The World – processes and changes</p>
Year 2	<p>Journeys through time, place and mind</p> <p>I know how a significant place of worship has changed overtime</p>	<p>The Power of the Arts</p> <p>I know how ballet has developed overtime</p> <p>I know where The Nutcracker was first performed</p>	<p>In the beginning...</p>	<p>Let's Discover...?</p> <p>I know how inventions have improved our lives overtime</p> <p>I know the key dates of the history of aviation</p> <p>I know that Leonardo Da Vinci was an important inventor</p>	<p>The world within London</p> <p>I know where the Great Fire of London started and took place</p> <p>I know and understand key events of The Great Fire of London</p> <p>I know how to use secondary sources to explain how we know about the Great Fire of London</p> <p>I know that Samuel Pepys</p>	<p>The World – processes and changes</p>

					diaries informed us of the Great Fire of London I know significant changes in London after the fire.	
Year 3	Journeys through time, place and mind I know the key events that impacted population changes in Brixton I know the key features of Brixton and how they have changed overtime	The Power of the Arts I know some of the key events during the ancient Greek period I know which legacies were the most important I know key features of the beliefs of ancient Greeks I know Western theatre has its roots in the theatre of Ancient Greece I know the purpose and usage of pottery in Ancient Greece	In the beginning...	Let's Discover...? I know what prehistoric means and when it occurred I know how archaeology informs us of prehistoric Britain I understand what life was like in a Neolithic settlement I know what an archaeologist is I know Skara Brae is a significant Neolithic settlement I know the differences between Stone Age and Bronze age	The world within London I know the key events of the Blitz I know where the bombing of the Blitz took place in London I understand that children were evacuated for safety I know why rationing took place during WW2 I know how people coped with the Blitz and how they protected themselves I know the impact of the Blitz on London's buildings and infrastructure	The World – processes and changes
Year 4	Journeys through time, place and mind	The Power of the Arts	In the beginning...	Let's Discover...?	The world within London	

	<p>I know what an empire is</p> <p>I know how the British Empire grew and declined</p> <p>I know why the Windrush generation migrated to the Great Britain</p>	<p>I know how and why London has changed overtime</p> <p>I know how events have changed London after WW2</p> <p>I know that buildings in London have changed overtime</p>		<p>I know early forms of communication</p> <p>I know an example of an inventor of early telecommunications</p> <p>I know how and when early computers were invented</p> <p>I know the significant contribution of Ada Lovelace</p>	<p>I know who lived in Britain prior the Roman Invasion</p> <p>I understand the terms 'invade' and 'settle'</p> <p>I understand the significance of Boudica as a Celtic queen</p> <p>I know why the Romans created the settlement – Londinium</p> <p>I understand about life in Roman Britain (Londinium)</p> <p>I know how and why the Roman empire declined</p> <p>I understand how the Romans have influenced life in London today</p>	
Year 5	<p>Journeys through time, place and mind</p> <p>I know the reasons and order of events for the migration of the Windrush generation</p> <p>I know how the Windrush generation</p>	<p>The Power of the Arts</p> <p>I understand the importance of Queen Victoria's reign</p> <p>I know the effects of the Industrial Revolution</p> <p>I know the significant inventions of the</p>	In the beginning...	<p>Let's Discover...?</p> <p>I know where the Mayas originated from</p> <p>I know when the Maya civilisation was</p> <p>I know that the Mayas made discoveries in astronomy</p> <p>I know that the Mayas</p>	<p>The world within London</p> <p>I know historical facts about how the London Underground was built</p> <p>I know the history of the London</p>	

	<p>contributed to the economy of the UK</p> <p>I know the effect of the Windrush generation on post-war London</p>	<p>Industrial Revolution</p> <p>I know that Van Gogh was a significant Post-impressionist artist</p> <p>I know how Victorian Britain shaped Van Gogh</p>		<p>were advanced in mathematics</p>	<p>Underground map</p> <p>I know that the Underground is a complex travel network</p> <p>I know how the Underground was used during the Blitz</p> <p>I understand how the Underground has been important in promoting tourism and culture</p> <p>I know there are different underground systems around the world</p>	
<p>Year 6</p>	<p>Journeys through time, place and mind</p> <p>I know why borders change overtime</p> <p>I know what the triangular trade and transatlantic slave trade is</p> <p>I know the key events of the Benin Kingdom</p> <p>I know how and why people moved and settled in West Africa</p>	<p>The Power of the Arts</p> <p>I understand the character and reign of Queen Elizabeth I</p> <p>I understand the daily life of the rich and poor in the Elizabethan era</p> <p>I know the culture and leisure past times of the Elizabethan era</p> <p>I know that Shakespeare was a significant playwright</p>	<p>In the beginning...</p>	<p>Let's Discover...?</p> <p>I know who Saxons, Angles, Jutes and Scots were and where they came from.</p> <p>I know locations of Anglo-Saxon kingdoms and settlements.</p> <p>I know key events and trends in the Anglo-Saxon period</p> <p>I know the impact of the attack on Lindisfarne and the</p>	<p>The world within London</p> <p>I can consider how, by 1945, the lives of British people had been affected by the Second World War</p> <p>I know the ways in which the British Empire changed after the Second World</p>	

	<p>I know the effects of slavery on Africa I know what abolitionism is</p>			<p>subsequent Viking occupation I know the order of events in 1066</p>	<p>War I understand ways in which the creation of the NHS improved the lives of people living in Britain. I understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War I know how an area of London was effected by the Blitz I understand the post-war architecture style of building – Brutalism</p>	
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