



Progression of Knowledge for History

National Curriculum

Early Years

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- 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.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- Significant historical events, people and places in their own locality.



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Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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.



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By the End of Reception

Me and My Community

- To learn about their family history and look how they have changed since being babies.
- To learn about the lives of people in their community and their role in society.

Key Vocabulary

After, a year ago, baby, before, child, childhood, community, covid 19 pandemic, grandparent, keyworker, parent, past, photograph, present, , yesterday,

Once Upon a Time

- To learn about the monarchy and royalty.
- To learn about kings and queens in stories.
- To begin to compare life in the past with their lives by looking at artefacts such as clothes and buildings.

Key Vocabulary

After, a year ago, baby, before, castle, child, childhood, clothes, compare, crown, difference, grandparent, great grandparent, king, now, painting, parent, past, portrait, present, prince, princess, queen, royal, similarly, then, yesterday,

Starry Night

- To build on knowledge of people from 'Me and My Community' and learn about people who work at night.
- To learn about significant historical people such as Neil Armstrong and the moon landing.

Key Vocabulary

Photograph, present, describe, discuss, explain, video clip

Dangerous Dinosaurs

- To share stories and non-fiction books to learn about life in the past.
- To learn about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.

Key Vocabulary

Back in time, carnivorous, exhibit, fossils, herbivorous, museum, photographs, prehistoric, time machine,



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- To learn about their family history which was introduced in 'Me and My Community'.
- To be introduced to the concept of heritage.

Key Vocabulary

Artist, Charles Darwin, conservation, explorer, history, nature, naturalist, past, scientist, Sir David Attenborough, travel

By the End of Year 1

Childhood (Year 1)

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To learn about events beyond living memory that are significant nationally or globally.
- To learn about significant historical events, people and places in their own locality.
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

achievement, after, a long time ago, artefact, a year ago, baby, before, beyond living memory, child, childhood, clue, comparison, coronation curator, decade, difference, different, Elizabeth II, entertainment, event, evidence, family tree, generation, grandparent, great grandparent, home, item, job, last month, last week, last year, living memory, material, many years ago, monarch, museum, now, object, order, parent, past, photograph, present, role play, shop, significant, similar, story, timeline, toddler, transport, yesterday, 1950's

Bright Lights, Big City (Year 1)

- To learn about events beyond living memory that are significant nationally or globally.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Key Vocabulary

Elizabeth II, Great Fire of London, monarch, queen



Progression of Knowledge for History

School Days (Year 1)

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To learn about events beyond living memory that are significant nationally or globally.
- To learn about 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.
- To learn about significant historical events, people and places in their own locality.
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

after, after that, a long time ago, artefact, before, British Empire, canal, change, coal, compare, days ago, difference, discuss, document, equipment, event, evidence, explain, factory, famous, finally, first, first-hand account, founder, future, impact, important event, Industrial Revolution, invention, inventor, last month, last week, last year, legacy, machine, mill, next, now, object, observation, passage of time, past, poor, present, , Prince Albert, Queen Victoria, railway, record, remember, rich, rule, Samuel Wilderspin, school day, school history, similarity, steam power, teacher, teacher punishment, today, tomorrow, then, timeline, Victorian, Victorian era, weeks ago,

By the End of Year 3

Movers and Shakers (Year 2)

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To learn about events beyond living memory that are significant nationally or globally.
- To learn about 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.
- To learn about significant historical events, people and places in their own locality.



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- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

achievement, action, activist, Americas, artist, Captain James Cook, change, Christopher Columbus, compare, commemorate, century, chronological order, chronology, criteria, Dawson's model, decade, diamond ranking, difference, discovery, Emmeline Pankhurst, explain, exploration, explorer, Henry VII, historical figure, historical model, impact, importance, in the past, Joseph Lister, lifetime, local, locality, Mary Anning, monarch, monument, museum, Neil Armstrong, New World, now, order, Paul Cezanne, period of time, plaque, Roald Admundsen, role model, Rosa Parks, scientist, sequence, significance, significant, similarity, sort, table, technology, timeline, Vasco de Gama, Vincent van Gogh, voyage, year

Coastline (Year 2)

- To learn about events beyond living memory that are significant nationally or globally.
- To learn about 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.

Key Vocabulary

Captain James Cook, compare, difference, entertainment, exploration, explorer, job, legacy, past, present, remember, shop, similarity, SS Rohilla, statue, transport

Through the Ages (Year 3)

- To learn about changes in Britain from the Stone Age to the Iron Age.
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.



Progression of Knowledge for History

- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

Accurate, archaeologist, argument, artefact, assumption, author, Bell Beaker folk, boundary, Boscombe Bowmen, Bronze Age, cause, Celt, change, Cheddar Man, claim, coherent, consequence, continuity, country, develop, diverse, Doggerland, dynamic, evidence, excavation, extinct, fact, farming, historian, historical source, hoard, improvement, infer, influence, interpretation, Iron Age, Lindow Man, metalworking, motive, object, opinion, oral, permanent, prehistory, preservation, primary source, process, progress, proof, purpose, quote, radiocarbon dating, reconstruction, reliability, remains, rigorous, Roman invasion, secondary source, Skara Brae, shape, Stone Age, temporary, transition, viewpoint, written

Magnificent Monarchs (Year 2)

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To learn about events beyond living memory that are significant nationally or globally.
- To learn about 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

absolute power, AD, Alfred the Great, Anglo-Saxon, Anglo-Saxon Chronicle, artefact, artist, background, battle, Battle of Hastings, Bayeux Tapestry, Bill of Rights, century, chronological order, chronology, Church of England, clothing, Commonwealth of England, compare, conquer, constitutional monarch, dates, decade, duration, Elizabeth I, evidence, explorer, facial expression, Gotha and House of Windsor, government, Hanoverian, Head of State, historical period, House of Lancaster, House of Saxe-Coburg, House of York, impact, invade, kingdom, model parliament, Norman, object, painting, parliament, past, period, Plantagenet, portrait, pose, power, present, present day, reign, restoration, rule, sequence, significance, Spanish Armada, Statute of Proclamations, Stuart, timeline, Tudor, William the Conqueror, year



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Rocks Relics and Rumbles (Year 3)

- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

Artefact, discovery, evidence, excavation, Mary Anning, plaster cast, record, palaeontologist, Pompeii, scientist, volcanic eruption,

Emperors and Empires (Year 3)

- To learn about the Roman Empire and its impact on Britain.
- To conduct a local history study.
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

AD, BC, Archaeologist, architecture, artefact, biased, Boudicca, Britannia, cause, Celt, change, conflict, conquest, consequence, chronological narration, defence, dictator, empire, enquiry, evidence, excavation, exhibit, fragile, frontier, Hadrian's Wall, historian, impact, influence, interpretation, invasion, Julius Caesar, merchant, opinion, quote, rebellion, reliability, republic, senate, sequence, settlement, similarity, slave, status, translation,



Progression of Knowledge for History

By the End of Year 5

Invasion (Year 4)

- To learn about the Roman Empire and its impact on Britain.
- To learn about Britain's settlement by Anglo-Saxons and Scots.
- To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- To conduct a local history study.
- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Accurate, Alfred the Great, Anglo Saxon, belief, burial site, conquer, Domesday Book, Edward the Confessor, empathy, first hand evidence, feudal system, hoard, intact, interpretation, Jute, King Harold 11, Lindisfarne, Norman conquest, Pict, primary source, reconstruction, retaliation, Saxon, secondary source, Sutton Hoo, Synod of Whitby, treaty, uprising, viewpoint, Viking, William the Conqueror.

Ancient Civilisations (Year 4)

- To learn about 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.
- To learn about 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



Progression of Knowledge for History

- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Analyse, burial chamber, deity, depiction, evacuation, co-existence, culture, Howard Carter, Indus Valley, infrastructure, monument, natural resource, numerical system, papyrus, pharaoh, priest/priestess, pyramid, ritual, society, scribe, tomb, Tutankhamun.

Dynamic Dynasties (Year 5)

- To learn about 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.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Abdicate, Confucianism, decipher, dynastic rule, inscription, oppression, origin, proof, province, Qin Dynasty, Shang Dynasty, Silk Road, silk, temple, tyrant, unification, validity,

Groundbreaking Greeks (Year 5)

- To conduct a local history study.
- To learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.



Progression of Knowledge for History

- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Alex the Great, Archimedes, Aristotle, calendar, citadel, commemorate, dynasty, elite, ethics, exile, fresco, hierarchy, Hippocratic oath, mythology, neo-classicism, Olympic Games, Parthenon, philosophy, reference, renaissance, Socrates, sculpture, symmetry, Trojan Horse, unity, urban

By the End of Year 6

Britain at War (Year 6)

- To conduct a local history study.
- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



Progression of Knowledge for History

- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Alliance, Allied Powers, armistice, assassination, Battle of Britain, bayonet, Cenotaph, conscription, civilian, critical thinking, context, decolonisation, evacuation, fascism, fact, genocide, home-front, imperialism, liberate, nationalism, primary/secondary sources, persecution, reparation, resistance, stalemate, tactic, verify, Women's Land Army,

Frozen Kingdoms (Year 6)

- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Vocabulary

Captain Cook, Captain Scott, challenge, collide, consequences, disaster, discovery, expedition, exploration, maritime, RMS Titanic, survive,

Maafa (Year 6)

- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- To learn about 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.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.



Progression of Knowledge for History

- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Vocabulary

Abduction, abolition, activist, anonymous, branding iron, coffles, condemnation, cowrie shell, culture, dehumanisation, discrimination, disease, encyclopaedia, Equality Act, enslavement, exploitation, ideology, inequality, influence, intolerance, labourer, manipulation, missionary, motive, oppression, politics, poverty, prejudice, salt mines, shackles, slave ships, Slavery Abolition Act, sugar plantation, privateer, tobacco,