

## Year 1 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: Mary Anning</b>		
<ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know when the events happened.</li> <li>• Know what happened.</li> <li>• Know why these events were significant.</li> <li>• Know what these events tell us about the past.</li> </ul>		
<b>Spring 1 and 2: The Great Fire of London</b>		
<ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know when the events happened.</li> <li>• Know what happened.</li> <li>• Know why these events were significant.</li> <li>• Know what these events tell us about the past.</li> </ul>		
<b>Summer 1 and 2: Victorian Seaside Holidays</b>		
<ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know how life was different in the past.</li> <li>• Know how to use artefacts to answer questions about the past.</li> <li>• Know what artefacts tell us about the past.</li> </ul>		
<b>Historical Skills</b>		
<ul style="list-style-type: none"> <li>• Have an awareness of the past.</li> <li>• Use words and phrases relating to the passing of time.</li> <li>• Know how life was similar and different in the past.</li> <li>• Answer questions about a period in history.</li> <li>• Use stories and from other sources to show that I understand events.</li> </ul>		

## Year 2 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: The Wright Brothers</b> <ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know when the events happened.</li> <li>• Know what happened.</li> <li>• Know why these events were significant.</li> <li>• Know what these events tell us about the past.</li> </ul>		
<b>Spring 1 and 2: Florence Nightingale</b> <ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know how life was different in the past.</li> <li>• Know how to use artefacts to answer questions about the past.</li> <li>• Know what artefacts tell us about the past.</li> </ul>		
<b>Summer 1 and 2: Industrialisation and Brunel</b> <ul style="list-style-type: none"> <li>• Know words that describe the passing of time.</li> <li>• Know how life was different in the past.</li> <li>• Know how to use artefacts to answer questions about the past.</li> <li>• Know what artefacts tell us about the past.</li> </ul>		
<b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Use every day historical terms.</li> <li>• Put people and events in order and on a timeline line.</li> <li>• Make my own questions and answer them.</li> <li>• Know how life was similar and different in different periods in history in the past.</li> <li>• Select parts of stories and from other sources to show that I understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past.</li> <li>• I can identify different ways in which the past is represented.</li> </ul>		

## Year 3 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: Stone Age</b> <ul style="list-style-type: none"> <li>• Know and understand the history of the British Isles</li> <li>• Have a coherent, chronological narrative of Britain in pre-Roman times.</li> <li>• Have knowledge of late Neolithic hunter-gatherers and early farmers.</li> <li>• Understand Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>• Have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>		
<b>Spring 1 and 2: Ancient Egypt</b> <ul style="list-style-type: none"> <li>• Have an overview of where and when the first civilizations appeared.</li> <li>• Have an understanding of Ancient Egypt society and religion.</li> <li>• Know how and why the Ancient Egyptians are remembered.</li> </ul>		
<b>Summer 1 and 2: Ancient Greece</b> <ul style="list-style-type: none"> <li>• Know how Ancient Greece society was organised.</li> <li>• Be able to describe what ancient Greeks believed.</li> <li>• Be able to explain if and why Alexander was great.</li> <li>• Know how our lives today have been influenced by the Greeks.</li> </ul>		
<b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Understand that the past is divided into differently named periods of time.</li> <li>• Use some dates to explain British history and place on a timeline using appropriate dates.</li> <li>• Put artefacts or information in chronological order.</li> <li>• Explain a range of similarities and differences between different times in the past.</li> <li>• Explain how the past can be represented or interpreted in different ways.</li> <li>• Answer and sometimes devise my own historically valid questions.</li> <li>• Use one or more source of information to me answer them.</li> <li>• Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Present information in a variety of ways using specialist terms.</li> </ul>		

## Year 4 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: Romans</b> <ul style="list-style-type: none"> <li>• Know the extent of the Roman Empire by 42CE.</li> <li>• Understand the reasons for the power of its army.</li> <li>• Know about Roman invasions of Britain in 55-54 BCE and 43CE.</li> <li>• Understand what is meant by the 'Romanisation' of Britain.</li> <li>• Know about British resistance: Boudicca's rebellion.</li> <li>• Understand what happened when the Romans left Britain.</li> </ul>		
<b>Spring 1 and 2: Anglo Saxons and Scots</b> <ul style="list-style-type: none"> <li>• Know why Vortigern made a deal with the Anglo Saxons and the outcome of this.</li> <li>• Explain what life like for the Anglo Saxons.</li> <li>• Know what the Anglo Saxons believed.</li> <li>• Explain what was the heptarchy.</li> <li>• Explain how Alfred the Great protected the Anglo Saxons.</li> </ul>		
<b>Summer 1 and 2: Vikings</b> <ul style="list-style-type: none"> <li>• Understand what happened when the Romans left Britain.</li> <li>• Know the subsequent invasions by the Scots, the Anglo-Saxons and the Vikings.</li> <li>• Know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society.</li> <li>• Know about the Viking raids and the impact on life in Britain</li> <li>• Understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066.</li> </ul>		
<b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Understand that the past is divided into differently named periods of time.</li> <li>• Use some dates to explain British history and place on a timeline using appropriate dates.</li> <li>• Explain a range of similarities and differences between different times in the past.</li> <li>• Explain how the past can be represented or interpreted in different ways.</li> <li>• Answer and sometimes devise my own historically valid questions.</li> <li>• Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Present information in different ways using specialist terms.</li> <li>• Write a paragraph to describe some of the main events, people and changes in the history of Britain.</li> </ul>		

## Year 5 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: Benin Empire</b> <ul style="list-style-type: none"> <li>• Know how the Benin Kingdom began.</li> <li>• Explain what was life like for the Edo people in the Benin Kingdom.</li> <li>• Know how were trade links established by the people and the goods people traded.</li> <li>• Know what led to the Civil war in the 1700s.</li> <li>• Know what was the Transatlantic Slave Trade.</li> <li>• Explain why the British colonised Benin and what impact this had.</li> </ul>		
<b>Spring 1 and 2: Medieval Monarchs and Tudors</b> <ul style="list-style-type: none"> <li>• Justify who, in 1066, was the rightful heir to the throne.</li> <li>• Describe what happened at the Battle of Hastings.</li> <li>• Explain who was responsible for the death of Thomas Becket.</li> <li>• Justify and explain who was the worse King: Richard or John?</li> <li>• Explain the reasons why Henry VIII initiated the Reformation.</li> <li>• Evaluate and explain: was Elizabeth I 'weak and feeble'?</li> </ul>		
<b>Summer 1 and 2: Industrial Revolution and Victorians</b> <ul style="list-style-type: none"> <li>• Identify the key features of Victorian society.</li> <li>• Explain, during the Industrial Revolution, what living and working conditions were like.</li> <li>• Know what inventions revolutionised the lives of British people.</li> <li>• Evaluate the impact Brunel had on the Victorian Era.</li> <li>• Explain how Queen Victoria changed life for British people during her reign.</li> </ul>		
<b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Confidently use maths skills when placing events in chronological order.</li> <li>• Devise my own historically valid questions.</li> <li>• Understand the complexity of people's lives in the past.</li> <li>• Understand how some societies are very different due to changes or challenges at the time.</li> <li>• Represent the past using a range of historical information from a range of historical sources.</li> </ul>		

## Year 6 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<b>Autumn 1 and 2: World War 2</b> <ul style="list-style-type: none"> <li>• Evaluate if the Second World War inevitable.</li> <li>• Know how Britain prepared for war and what was the phoney war.</li> <li>• Evaluate if the evacuation of Dunkirk a victory or disaster.</li> <li>• Describe what happened in the Battle of Britain?</li> <li>• Evaluate if D-Day an important factor in determining the end of WW2.</li> <li>• Explain how the Second World War ended and what was its legacy.</li> </ul>		
<b>Summer 1 and 2: Windrush Generation</b> <ul style="list-style-type: none"> <li>• Know what the United States of America like in the 1950s.</li> <li>• Understand why Oliver Brown take the Board of education to the Supreme Court?</li> <li>• Explain why Rosa Parks did NOT give up her seat on the bus.</li> <li>• Understand what was Dr Martin Luther King Jr's dream.</li> <li>• Evaluate his influence on the UK and explain what was the Bristol Bus Boycott.</li> <li>• Explain what it was like to have been one of the 492 migrants who travelled to Britain on the Windrush and understand why they travelled to Britian.</li> <li>• Know what the Black Lives Matter Movement stands for.</li> </ul>		
<b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world.</li> <li>• Identify specific changes within and across different periods over a long arc of development.</li> <li>• Explain that the past can be represented or interpreted in many different ways and select relevant historical information.</li> <li>• Use methods of historical enquiry and know how evidence is used to make historical claims.</li> <li>• Devise my own historically valid questions.</li> <li>• Represent the past using a range of historical information from a range of historical sources.</li> <li>• Create my own structured accounts, including written narratives and analyses using key historical terms.</li> </ul>		