

# Knowledge and Skills Progression: Year R to Year 6

## History Curriculum

Year	Term	Scheme of work	Historical skills	Historical knowledge	Vocabulary
EYFS	Whole year	Foundation curriculum	I can understand past settings, characters and events through listening to stories and reading books.	I know that the people around me have different roles in society.	Past Present
1/2	Aut A	Toys Past and Present	<ul style="list-style-type: none"> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can compare old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>I know that some objects were different in the past to how they are today.</li> </ul>	<ul style="list-style-type: none"> <li>Decade</li> </ul>
1/2	Spr A	Significant Explorers	<ul style="list-style-type: none"> <li>I can talk about the different reasons why someone is important or significant.</li> <li>I can find some of the places Ibn Battuta visited on a map.</li> <li>I can compare a polar exploration in the recent past with one from over a hundred years ago.</li> </ul>	<ul style="list-style-type: none"> <li>I know why Ibn Battuta was a significant explorer.</li> <li>I know the key events in Matthew Henson's life.</li> <li>I know about the achievements of Neil Armstrong and his team.</li> <li>I know some ways in which we commemorate significant people.</li> </ul>	<ul style="list-style-type: none"> <li>Explorer</li> <li>Exploration</li> <li>Significant</li> <li>Muslim</li> <li>Polar</li> <li>Satellite</li> <li>Commemoration</li> <li>Achievements</li> </ul>
1/2	Sum A	Castles	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Monarchy</li> <li>Normans</li> </ul>

1/2	Aut B	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> <li>• I can use simple texts and images to find out about the past.</li> <li>• I can use my knowledge of the past to guess how people at the time might have felt.</li> <li>• I can explain why events in the past are still significant today.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that King James was king during the time of the gunpowder plot.</li> <li>• I know the names of some monarchs, including King James I and Elizabeth I.</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament</li> </ul>
1/2	Spr B	What were seaside holidays like in the past?	<ul style="list-style-type: none"> <li>• I can use a range of photographs to infer information about the past.</li> <li>• I can explain why changes in society, particularly the steam train, made seaside holidays popular.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the lives of rich and poor people were very different in the past.</li> <li>• I know that changes in society led to seaside holidays becoming very popular in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>• Steam train</li> <li>• Tradition</li> <li>• Bathing machine</li> <li>• Promenade</li> <li>• Modern</li> <li>• Old-fashioned</li> </ul>
1/2	Sum B	Nurturing nurses	<ul style="list-style-type: none"> <li>• I can express my opinion.</li> <li>• I can identify similarities and differences between different nurses.</li> <li>• I can justify why one nurse was more important than another.</li> </ul>	<ul style="list-style-type: none"> <li>• I know some of the key events in Florence Nightingale's life and how she improved nursing.</li> <li>• I know some of the key events in Mary Seacole's life and how she improved nursing.</li> <li>• I know some of the key events in Edith Cavell's life.</li> <li>• I know why Florence Nightingale, Mary Seacole and Edith Cavell should be remembered.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse</li> <li>• Crimean War</li> <li>• Soldier</li> <li>• Government</li> <li>• Scutari</li> <li>• Racial prejudice</li> <li>• Allied</li> <li>• Treason</li> <li>• Arrest</li> <li>• Memorial</li> </ul>

3/4	Aut A	Early Civilisations	<ul style="list-style-type: none"> <li>• I can make predictions about objects that might have been invented before, during and after early civilisations.</li> <li>• I can use different sources of information to confirm if my predictions were correct or not.</li> <li>• I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</li> <li>• I can describe and compare some of the first writing systems.</li> <li>• I can explain how some writing systems developed through time.</li> <li>• I can translate sentences from the Phoenician alphabet.</li> <li>• I can explain where and when money was first used.</li> <li>• I can explain some early number systems and why they were developed.</li> <li>• I can describe some of the technological advances of early civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• I know where in the world the earliest civilisations took place.</li> <li>• I know what the word civilisation means.</li> <li>• I know that the Ancient Egyptian writing system was based on hieroglyphics.</li> <li>• I know the Shang Dynasty writing system was called the oracle script.</li> <li>• I know when money was first used.</li> <li>• I know what 'technology' means.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Minoan</li> <li>• Ancient Greece</li> <li>• Ancient Egypt</li> <li>• Shang Dynasty</li> <li>• Phoenician</li> <li>• Ancient Rome</li> </ul>
3/4	Spr A	Anglo- Saxons, Picts and Scots	<ul style="list-style-type: none"> <li>• I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>• I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian and use this to infer further facts.</li> <li>• I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>• I can write my name using the Ogham alphabet.</li> <li>• I can explain how Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>• I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>• I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>• I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Hoo</li> <li>• Anglo-Saxons</li> <li>• Picts</li> <li>• Scots</li> <li>• Conquer</li> <li>• Pagan</li> </ul>

3/4	Sum A	The Maya	<ul style="list-style-type: none"> <li>• I can generate multiple questions to explore, choosing the ones I most want to investigate.</li> <li>• I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</li> <li>• I can explain how the Mayan ruins were discovered.</li> <li>• I can explain the roles and status of different types of people in Mayan society.</li> <li>• I can describe Mayan religious beliefs, including the need for blood sacrifices.</li> <li>• I can describe the Mayan number and writing systems, and the Mayan calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Mayans were organised into city states that were controlled by absolute monarchs.</li> <li>• I know that knowledge about the past is constantly improving as historians make more discoveries.</li> <li>• I know what an archaeologist does.</li> <li>• I know that El Castillo was built to worship a god called Kukulcan.</li> <li>• I know the Mayan writing system was made up of hieroglyphs which are pictures.</li> <li>• I know that the Mayans offered sacrifices to their gods.</li> <li>• I know that the Mayans believed in the afterlife.</li> <li>• I know that Mayans wrote in books made of bark called codices.</li> </ul>	<ul style="list-style-type: none"> <li>• Aztec</li> <li>• Conquistador</li> <li>• Colony</li> <li>• Maya</li> <li>• Constitutional monarchy</li> <li>• Democracy</li> <li>• City state</li> <li>• Absolute monarchy</li> </ul>
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3/4	Aut B	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> <li>• I can explain how archaeologists use artefacts to learn about the past.</li> <li>• I can explain some of the methods archaeologists use to find out about the past.</li> <li>• I can explain why Star Carr is an important archaeological site.</li> <li>• I can use a variety of sources to answer questions about the past.</li> <li>• I can describe the main features and developments of each of the eras of prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what the term 'prehistory' means.</li> <li>• I know that the Stone Age can be split into three different time periods.</li> <li>• I know what and where Star Carr is.</li> <li>• I know how iron is made.</li> <li>• I know how bronze is made.</li> </ul>	<ul style="list-style-type: none"> <li>• Prehistory</li> <li>• Archaeologist</li> <li>• Archaeology</li> <li>• Palaeolithic</li> <li>• Mesolithic</li> <li>• Neolithic</li> </ul>
3/4	Spr B	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>• I can consider different points of view about a historical event.</li> <li>• I can study different accounts of a historical figure and suggest why they are different.</li> <li>• I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> <li>• I can explain why and how the Romans invaded Britain.</li> <li>• I can describe what life was like in Celtic Britain.</li> <li>• I can describe the events surrounding Boudicca's revolt.</li> <li>• I can describe some of the technological advances that the Romans brought to Britain.</li> <li>• I could suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>• I know Caesar was the Roman emperor who tried to conquer Britain first.</li> <li>• I know that Claudius was the Roman emperor who was successful in conquering Britain.</li> <li>• I know what a legionary was.</li> <li>• I know what an auxiliary was.</li> <li>• I know a Roman soldier's helmet is called a Cassis.</li> <li>• I know who Boudica was.</li> <li>• I know that wealthy Romans lived in villas.</li> </ul>	<ul style="list-style-type: none"> <li>• Invade</li> <li>• Settle</li> <li>• Roman Empire</li> <li>• Emperor</li> <li>• Revolt</li> <li>• Immigration</li> <li>• Emigration</li> </ul>

3/4	Sum B	Ancient Egypt	<ul style="list-style-type: none"> <li>• I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.</li> <li>• I can make suggestions about what unfamiliar artefacts might have been used for.</li> <li>• I can explain the significance of the discovery of the Rosetta stone.</li> <li>• I can generate questions I want to find the answers to about life in ancient Egypt.</li> <li>• I can choose an area I wish to research and use a variety of sources to carry out my research.</li> <li>• I can describe the features of daily life in ancient Egypt.</li> <li>• I can explain the events surrounding the discovery of Tutankhamen's tomb.</li> <li>• I can describe ancient Egyptian beliefs in the afterlife.</li> <li>• I can explain the process of mummification.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when the Ancient Egyptian epoch began and ended.</li> <li>• I know the 3 seasons in the farming year of Egypt.</li> <li>• I know what the Egyptians made their paper of.</li> <li>• I know the Egyptians believed in life after death.</li> <li>• I know Egypt was split into 2 different parts: the red land and the black land.</li> <li>• I know that Howard Carter discovered Tutankhamen's tomb in 1922.</li> <li>• I know what canopic jars are and what they were used for.</li> <li>• I know what the Rosetta Stone is.</li> <li>• I know why the pyramids were built.</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Ancient</li> <li>• Modern</li> <li>• Ancient Egypt</li> <li>• Before Common Era</li> <li>• Common Era</li> </ul>
5/6	Aut A	Vikings vs Anglo- Saxons	<ul style="list-style-type: none"> <li>• I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>• I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>• I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</li> <li>• I can describe the reasons and events surrounding the Viking invasions.</li> <li>• I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>• I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>• I can explain how England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>• I know what the Danelaw was.</li> <li>• I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>• I know the Vikings came from Norway, Sweden and Denmark.</li> <li>• I know why a longboat was good for attacking coastal towns.</li> <li>• I know that the Viking writing system used runes.</li> </ul>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Peace treaty.</li> <li>• Danelaw</li> </ul>

5/6	Spr A	Shang Dynasty	<ul style="list-style-type: none"> <li>• I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</li> <li>• I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty and assess its reliability.</li> <li>• I can explain what oracle bones were used for and why they are a useful historical source.</li> <li>• I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty.</li> <li>• I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind.</li> <li>• I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son.</li> <li>• I know that some historical sources are written thousands of years after the event and are thus unreliable.</li> <li>• I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynasty</li> <li>• Shang Dynasty</li> </ul>
5/6	Sum A	Who were the ancient Greeks?	<ul style="list-style-type: none"> <li>• I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>• I can identify the difference between primary and secondary sources of information.</li> <li>• I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> <li>• I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>• I can compare and contrast the city states of Athens and Sparta.</li> <li>• I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>• I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>• I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that ancient Greece was made up of independent city states.</li> <li>• I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>• I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess, Athena.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Minoan age</li> <li>• Mycenaean age</li> <li>• Dark age</li> <li>• Classical period</li> <li>• Archaic period</li> <li>• Athens</li> <li>• Sparta</li> <li>• Peloponnesian</li> <li>• Hellenistic period</li> <li>• Polis (city states)</li> <li>• Oligarchy</li> <li>• Democracy</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Olympia</li> <li>• Olympians</li> </ul>

5/6	Aut B	Crime and Punishment	<ul style="list-style-type: none"> <li>• I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</li> <li>• I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</li> <li>• I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</li> <li>• I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</li> </ul>	<ul style="list-style-type: none"> <li>• I know prison was not a punishment in Roman times.</li> <li>• I know what a weregild was.</li> <li>• I know what the Forest Law was.</li> <li>• I know you could claim sanctuary in a church in the Middle Ages.</li> <li>• I know what poaching is.</li> <li>• I know what the 'Bloody Code' was.</li> <li>• I know that Sir Robert Peel set up the first police force in London in 1829.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Pillory</li> <li>• Poacher</li> <li>• Highwayman</li> <li>• Tudor</li> <li>• Early modern period</li> <li>• Crucifixion</li> </ul>
5/6	Spr B	[Local Study]			
5/6	Sum B	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> <li>• I can suggest which decade a photo was taken in using historical clues.</li> <li>• I know the difference between a primary and a secondary source.</li> <li>• I can suggest which sources I would need to consult to research different eras in British history.</li> <li>• I can identify whether a source is a primary or secondary source.</li> <li>• I can use primary and secondary sources to research different decades.</li> <li>• I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s.</li> <li>• I can suggest which changes have had the biggest impact in Britain since 1948.</li> <li>• I can summarise the changes in Britain since 1948.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between a primary and a secondary source.</li> <li>• I know that Margaret Thatcher was the first female prime minister of Britain.</li> <li>• I know when Queen Elizabeth the second became the queen.</li> <li>• I know when rationing finished in Britain.</li> <li>• I know when Britain's first motorway opened.</li> <li>• I know that the 'Beatles' were a famous band from the 1960s.</li> <li>• I know that the 'Winter of discontent' happened in the 1970s and what it was.</li> <li>• I know the first mobile phones were used in the 1980s.</li> <li>• I know the world wide web was first available to the public in 1991.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary source</li> <li>• Secondary source</li> </ul>