**History Knowledge Progression**

**Key Stage 1**

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| **Within living memory** | | **Beyond living memory** | **Lives of significant people** | **Local history** |
| * **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** |
| **Year 1** | * Know that things have changed from their parents/grandparents life to their own. * Know how to organise a number of artefacts by age e.g. toys. * Know what a number of older objects were used for. * Know the main differences between their school days and that of their grandparents. | * Know about the first person to walk on the moon. | * Know that Neil Armstrong and Tim Peake are famous people and why. * Know key facts of their lives. * Know why they are famous and why they are remembered today. | * Know the name of a famous person, from close to where they live (British-Tim Peake). * Know why they are famous and why they are remembered today. |
| **Year 2** | * Know how Kibworth village has changed in their lifetime and the life of older relatives. | * Know about an event or events that happened long ago, before their grandparents were born. * Order key parts of an event and/or timeline of a significant life in the past (e.g. Bayeux tapestry). * Know what objects we use today instead of a number of older given artefacts (time capsule). * Know that children’s lives today are different to those of children a long time ago. | * Know who William the Conqueror was. * Know key facts and events in his life. * Know how he has impacted on today. * Know how life could be different now, if we didn’t have William the Conqueror. | * Know how the local area is different to the way it used to be a long time ago. * Know the difference between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc). * Know key facts about the Battle of Hastings. |

**History Knowledge Progression**

**Key Stage 2**

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| **Chronology**  **Know that – when?** | | **Aspects of Life**  **(Power, Beliefs, Democracy, Society)**  **Know that – what?** | **Legacy - Achievements**  **(Power, Beliefs, Democracy, Society)**  **Know how** | **Local History**  **Know that + Know how to** |
| **Year 3** | **Greeks**   * Know that the Ancient Greek Era roughly came between 776BC and 146BC. * Know that the Greek Era ended by Romans conquering Greece. | * Know the names and roles of Greek Gods. * Know that democracy is a voting system for power and how it is related to Athens and Sparta | * To know how Greek beliefs compare to other beliefs today (Christianity). * Know how life changed after the Peloponnesian War. * Know how democracy from the Greek Era has impacted on today’s structure. * Know how the Olympics has changed but continued. | * To know and compare life in Ancient Greece to Prehistoric Britain. |
| **Prehistoric Britain**   * Know that Prehistoric Britain came in three main time periods: * Stone Age: 40,000 BC – 4500BC * Bronze Age: 4500BC – 600BC * Iron Age 1200 BC – 55BC * Know that the Roman Empire began to rule Britain after the Iron Age. | * Know that Stories were told through pictures in the Stone Age. * Know that important resources such as stone and metal developed through the Ages. | * To know how the use of metals and other materials have changed over time. * To know how weapons, homes and other objects have changed and developed. | * To know that Kibworth would not have existed in this time and understand it would have been natural land. |
| **Year 4** | **Romans**   * Know that the Romans came after the Iron Age (Celts). * Know what life was like in Celtic Britain. * Know that the Roman Empire invaded England in 43AD. * Era 43AD – 410AD. | * Know what England was like with the Celts. * Know what Celtic homes were made from * To know how Celtic society worked. How Celtic jobs were all linked (village survival). * Know when the Romans came from Europe. * Know what made the Romans successful (army formation and inventions) * Know that Celts resisted Roman rule under Boudicca – Primary sources- bias/opinion/trust | * Compare how life changed in Britain between Celtic times and the arrival of the Romans. * Know what the legacy left by the Romans is. | * Know how we know the Romans settled in Leicester (Jewry Wall). * Know the main sources of Roman evidence in Leicester. * Know that Ratae was the Roman name for Leicester in Latin. |
| **Anglo-Saxons and Vikings**   * Know when the Romans left Britain and when the Anglo-Saxons started to settle in Britain. (410AD). * Know that the Vikings came with the invasion of Lindisfarne (793AD). | * Know why the Romans Left Britain * Know why the Anglo-Saxons came to Britain and where they came from. * Know what happened to Saxons who broke the law compared punishment today. * Know what a Anglo-Saxon village was like compared to the time of the Celts and Romans. * To understand that the Vikings invaded and compare this to the Roman invasion. | * Know which towns and cities today were named by the Anglo-Saxons and how to plot them on a map. | * Know which local villages have Anglo-Saxon heritage and how we know. |
| **Year 5** | **Tudors**   * Know where the Tudor era fits in relation to previously learnt periods (Romans, Normans). * Know that the Tudor period began after the Battle of Bosworth. * Know that the Tudor era began in 1485 and ended in 1603. * Know that the Tudors are succeeded by the Stuarts. * Order and create a family tree timeline of York’s or Lancaster’s. | * Know that society in Tudor times included harsh punishments. * Know how the people in power ran the country and compare this to today. * Know that Henry 8th wanted a male heir and to know why he wanted this. * Know that the Church of England was created due to Henry VIII. | * Know how to evaluate the impact Henry 8th had on Britain as we know it today. * Know how the country was run and how this has changed today (e.g. Punishments). | * Know that Leicestershire was significant in the history of The Tudors. * Know where the Battle of Bosworth took place in Leicestershire. * Know that Richard 3rd was buried in Leicester and rediscovered recently. * Know that Lady Jane Grey lived in Bradgate Park. |
| **Ancient Egyptians**   * Know that the Ancient Egyptian era was roughly between 1500BC and 330BC. * Know which order the different Ancient Egyptian kingdoms came in. * Know that the Ancient Egyptians era was followed by the Roman era. * Know how to compare this time to Prehistoric Britain and Roman Britain. | * Know that Ancient Egyptians believed in a particular afterlife and many gods. | * Know how Britain has been influenced by the Ancient Egyptians. * Know how to compare and contrast Egyptian gods with previous learning on Roman and Greek Gods. |  |
| **Year 6** | **Aztecs**   * Know where the Aztecs came chronologically in comparison to key European periods. * Know which European powers existed at the same time as the Aztecs. | * Know what the key aspects of Aztec society are: clothing, food, war and religion. * Know that the Aztec period come to an end with the Spanish conquest. | * Know how the Spanish conquest changed the future of Mexico – religion, language. * Know what resources were brought back to Europe as a result of the conquest. |  |
| **WW2**   * Know when WW2 started and ended. | * Know the political situation in Europe and how this caused WW2. * Know which cities were attacked by the German Luftwaffe and why. * Know how life changed for the British people during the war: Blitz, Anderson shelters, blackouts, evacuation, rationing and jobs. * Know how the war affected the life of others in Europe including Jewish people such as Anne Frank. | * Know how European countries boarders changed following the war. * Know how and why life for women changed after war. * Know how and why attitudes have changed towards tyranny and discrimination. * Recognise how and why the Holocaust should be remembered and its impact on society today. * To know how refugees today compare to evacuees in WW2. | * Know how Kibworth changed during and after the war e.g Hillcrest housing purpose. * Know the impact of WW2 on the people of Kibworth and Smeeton (the number of casualties). * Know what the origins of Leicestershire are through all periods – linking to topics in previous year groups. |
| **Victorians and Time Travellers**   * Know when the Victorian period started and ended. * Know where they came in relation to other historical periods. | * Know what was life like for children during the Victorian period: mining, factories and chimney sweep. * How society changed – introduction of Education act. | * Know how the changes in Victorian life has impacted how children are educated and treated today. * Know how this compares to the life of children in other countries today. * Know famous Victorians and how their beliefs/ideas changed life – Darwin. | * Know who some of the framework knitters are in the local area (Leicester). * Know the difference in jobs of the local residents in Kibworth between then and now. |