



# History Knowledge Progression

## Key Stage 1

Within living memory		Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>• 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]</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality</li> </ul>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Know their own life-story and family's history.</li> <li>• Know familiar situations in the past.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Know about the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to compare and contrast characters from stories, including figures from the past.</li> <li>• Know about the lives of people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the lives of people around them and their roles in society.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Know that things have changed from their parents/grandparents life to their own.</li> <li>• Know how to organise a number of artefacts by age e.g. toys.</li> <li>• Know what a number of older objects were used for.</li> <li>• Know the main differences between their school days and that of their grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the first person to walk on the moon.</li> <li>• Know how to use a timeline and</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Neil Armstrong and Tim Peake are famous people and why.</li> <li>• Know key facts of their lives.</li> <li>• Know why they are famous and why they are remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the name of a famous person, from close to where they live (British-Tim Peake).</li> <li>• Know why they are famous and why they are remembered today.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Know how Kibworth village has changed in their lifetime and the life of older relatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, before their grandparents were born.</li> <li>• Order key parts of an event and/or timeline of a significant life in the past (e.g. Bayeux tapestry).</li> <li>• Know what objects we use today instead of a number of older given artefacts (time capsule).</li> <li>• Know that children’s lives today are different to those of children a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Know who William the Conqueror was.</li> <li>• Know key facts and events in his life.</li> <li>• Know how he has impacted on today.</li> <li>• Know how life could be different now, if we didn’t have William the Conqueror.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the local area is different to the way it used to be a long time ago.</li> <li>• Know the difference between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc).</li> <li>• Know key facts about the Battle of Hastings.</li> </ul>



# History Knowledge Progression

## Key Stage 2

Chronology <b>Know that – when?</b>		Aspects of Life (Power, Beliefs, Democracy, Society) <b>Know that – what?</b>	Legacy - Achievements (Power, Beliefs, Democracy, Society) <b>Know how</b>	Local History <b>Know that + Know how to</b>
<b>Year 3</b>	<b>Egyptians</b> <ul style="list-style-type: none"> <li>Know that the Ancient Egyptian era was roughly between 3100BCE and 30BCE.</li> <li>Know that the Egyptians were succeeded by the Romans</li> <li>Know how to compare the time to Britain Stone age and Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Know that Egyptians believed in gods and goddesses.</li> <li>Know that Egyptians believed in the afterlife and how they prepared for this.</li> <li>To compare how inventions were used in Ancient Egyptian times to how they were used in prehistoric Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Know how British civilisation was influenced by Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Kibworth would not have existed in this time and understand it would have been natural land.</li> </ul>
	<b>Prehistoric Britain</b> <ul style="list-style-type: none"> <li>Know that Prehistoric Britain came in three main time periods:               <ul style="list-style-type: none"> <li>➤ Stone Age: 40,000 BC – 4500BC</li> <li>➤ Bronze Age: 4500BC – 600BC</li> <li>➤ Iron Age 1200 BC – 55BC</li> </ul> </li> <li>Know that the Roman Empire began to rule Britain after the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>Know that Stories were told through pictures in the Stone Age.</li> <li>Know that important resources such as stone and metal developed through the Ages.</li> </ul>	<ul style="list-style-type: none"> <li>To know how the use of metals and other materials have changed over time.</li> <li>To know how weapons, homes and other objects have changed and developed.</li> </ul>	<ul style="list-style-type: none"> <li>To know what the Hallaton Treasure is and why it is important.</li> </ul>

<b>Year 4</b>	<b>Greeks</b>	<ul style="list-style-type: none"> <li>Know the names and roles of some Greek gods and goddesses.</li> <li>Know that democracy is a voting system for power and how it is related to Athens.</li> <li>Know what monarchy is and how it is related to Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>To know how Greek beliefs compare to other beliefs today (Christianity).</li> <li>Know how the Olympics has changed but continued (link to gods).</li> <li>Know how life changed after the Peloponnesian War (democracy and monarchy).</li> <li>Know how democracy from the Greek Era has impacted on today's political structure.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know that Kibworth would not have existed as a village in this time.</li> <li></li> </ul>	
	<b>Romans</b>	<ul style="list-style-type: none"> <li>Know that the Romans came after the Iron Age (Celts).</li> <li>Know what life was like in Celtic Britain.</li> <li>Know that the Roman Empire invaded England in 43AD.</li> </ul>	<ul style="list-style-type: none"> <li>Know what England was like with the Celts.</li> <li>Know what Celtic homes were made from</li> <li>To know how Celtic society worked. How Celtic jobs were all linked (village survival).</li> <li>Know when the Romans came from Europe.</li> <li>Know what made the Romans successful (army formation and inventions)</li> </ul> <p>Know that Celts resisted Roman rule under Boudicca – Primary sources- bias/opinion/trust</p>	<ul style="list-style-type: none"> <li>Compare how life changed in Britain between Celtic times and the arrival of the Romans.</li> <li>Know what the legacy left by the Romans is.</li> </ul>	<ul style="list-style-type: none"> <li>Know how we know the Romans settled in Leicester (Jewry Wall).</li> <li>Know the main sources of Roman evidence in Leicester.</li> <li>Know that Ratae was the Roman name for Leicester in Latin.</li> </ul>
<b>Year 5</b>	<b>Traders and Raiders</b>	<ul style="list-style-type: none"> <li>To know when the Anglo-Saxons started to settle in Britain, who they were and why.</li> </ul>	<ul style="list-style-type: none"> <li>To know where the Anglo-Saxons came from.</li> <li>To know what an Anglo-Saxon village was like (punishments for law breaking).</li> </ul>	<ul style="list-style-type: none"> <li>To know how England has been shaped by Anglo-Saxon heritage.</li> <li>To know the legacy of Alfred the Great and how this has affected the UK today.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Vikings invaded and settled in areas of Leicestershire.</li> <li>To know how England and Leicestershire has been shaped by Anglo-Saxon heritage.</li> </ul>

	<ul style="list-style-type: none"> <li>To know who the Vikings were.</li> </ul>	<ul style="list-style-type: none"> <li>To know where the Vikings came from.</li> <li>To know how and why the raid of Lindisfarne occurred.</li> <li>To know how the Anglo-Saxon resistance was led by Alfred the Great and Athelstan.</li> </ul>		
	<p><b>Mayans</b></p> <ul style="list-style-type: none"> <li>To know that the Maya society existed around 900AD</li> <li>To know which periods occurred in Europe at the same time as the Mayans.</li> <li>To know when the Mayan civilisation ended and why.</li> </ul>	<ul style="list-style-type: none"> <li>To know key figures in the Maya civilisation.</li> <li>To know how the Mayan states and kingdoms compared to those of the Saxons.</li> <li>To know about key aspects of Mayan daily life e.g houses, warriors, religion, clothing and can compare these to the Saxons</li> </ul>	<ul style="list-style-type: none"> <li>To know how Mayan civilisation left a legacy – art, architecture, maths, astrology</li> </ul>	
Year 6	<p><b>Tudors</b></p> <ul style="list-style-type: none"> <li>Know where the Tudor era fits in relation to previously learnt periods (Romans, Normans).</li> <li>Know that the Tudor period began after the Battle of Bosworth.</li> <li>Know that the Tudor era began in 1485 and ended in 1603.</li> <li>Know that the Tudors are succeeded by the Stuarts.</li> </ul>	<ul style="list-style-type: none"> <li>Know how the people in power ran the country and compare this to today.</li> <li>Know that Henry 8<sup>th</sup> wanted a male heir and to know why he wanted this.</li> <li>Know that the Church of England was created due to Henry VIII.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know how to evaluate the impact Henry 8<sup>th</sup> had on Britain as we know it today.</li> <li>Know how the country was run and how this has changed today (e.g. laws and decisions).</li> </ul>	<ul style="list-style-type: none"> <li>Know that Leicestershire was significant in the history of The Tudors.</li> <li>Know where the Battle of Bosworth took place in Leicestershire.</li> <li>Know that Richard 3<sup>rd</sup> was buried in Leicester and rediscovered recently.</li> </ul>
	<p><b>WW2</b></p>	<ul style="list-style-type: none"> <li>Know the political situation in Europe and how this caused WW2.</li> </ul>	<ul style="list-style-type: none"> <li>Know how European countries borders changed following the war.</li> </ul>	<ul style="list-style-type: none"> <li>Know how Kibworth changed during and after the war e.g Hillcrest housing purpose.</li> </ul>

<ul style="list-style-type: none"><li>• Know when WW2 started and ended.</li></ul>	<ul style="list-style-type: none"><li>• Know which cities were attacked by the German Luftwaffe and why.</li><li>• Know how life changed for the British people during the war: Blitz, Anderson shelters, blackouts, evacuation, rationing and jobs.</li><li>• Know how the war affected the life of others in Europe including Jewish people such as Anne Frank.</li></ul>	<ul style="list-style-type: none"><li>• Know how and why life for women changed after war.</li><li>• Know how and why attitudes have changed towards tyranny and discrimination.</li><li>• Recognise how and why the Holocaust should be remembered and its impact on society today.</li><li>• To know how refugees today compare to evacuees in WW2.</li></ul>	<ul style="list-style-type: none"><li>• Know the impact of WW2 on the people of Kibworth and Smeeton (the number of casualties).</li><li>• Know what the origins of Leicestershire are through all periods – linking to topics in previous year groups.</li></ul>
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