**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**
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| **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.
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| **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.
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**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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