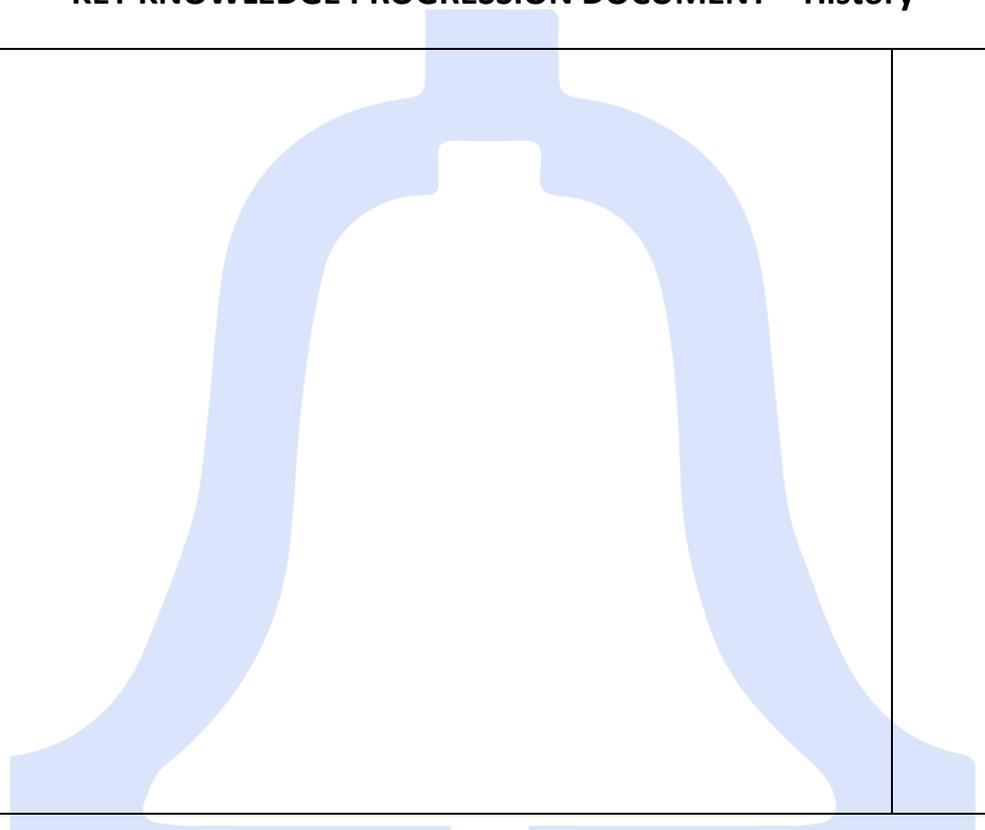


## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Features	
<ul style="list-style-type: none"> <li>• At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>• At key stage 1, the key knowledge progression document takes full account of the national curriculum and groups it in the following strands:               <ul style="list-style-type: none"> <li>○ Within living memory</li> <li>○ Beyond living memory</li> <li>○ Lives of significant people</li> <li>○ Local history</li> <li>○ Historical enquiry</li> <li>○ Interpretation</li> <li>○ Similarity and difference</li> <li>○ Change and continuity</li> <li>○ Cause and consequence</li> </ul> </li> <li>• At key stage 2, the knowledge progression takes full account of the national curriculum’s strands of:               <ul style="list-style-type: none"> <li>○ Chronology, from the stone age to 1066</li> <li>○ One study beyond 1066</li> <li>○ Ancient civilizations</li> <li>○ Civilizations around 900AD</li> <li>○ Ancient Greece</li> <li>○ Significance</li> <li>○ Historical enquiry</li> <li>○ Interpretation</li> <li>○ Similarity and difference</li> <li>○ Change and continuity</li> <li>○ Cause and consequence</li> </ul> </li> <li>• The strands ‘Historical enquiry’, ‘Interpretation’, ‘Change and continuity’, ‘Similarity and difference’ and ‘Cause and consequence’ have been included to reflect the purpose of study and aims of the History NC for Key Stage 1 and 2</li> <li>• Decisions made include the following:               <ul style="list-style-type: none"> <li>○ Y3 – British history is in chronological order</li> <li>○ Y3 – Main differences between Stone age, Bronze age and Iron Age</li> <li>○ Y3 – Ancient Greece – strong links with the geography statements in year 3 (i.e. European country study – teaching of volcanoes and earthquakes can also be linked to the study of ancient Greece)</li> <li>○ Y4 – British history chronology continues with the impact of the Roman Empire on Britain</li> <li>○ Y4 – Also study overview of the first civilisations including 1 in-depth study (links could be made with the study of rivers and an ancient civilization such as the Egyptians)</li> <li>○ Y5 – British chronology continues with the impact of the Anglo Saxons and Viking invasions (links to land use change over time in geography - there is a heavier geography content in Y5 and therefore the history content is lighter)</li> <li>○ Y6 – British chronology continues with beyond 1066 (suggest the event chosen links with the local history study also in Y6)</li> <li>○ Y6 –Ancient civilization from a non-European society that contrasts with British history (could link with Y6 geography on differences between developed and underdeveloped nations, economic activity and trade)</li> </ul> </li> <li>• Threaded throughout all history learning should be the opportunity for children to compare and contrast key ideas throughout different historical periods or civilisations (as prescribed in the curriculum end points). This could include comparison through concepts such as:               <ul style="list-style-type: none"> <li>○ Society</li> <li>○ Empire</li> <li>○ Monarchy</li> <li>○ Invasion</li> <li>○ Religion</li> </ul> </li> </ul>	<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> <li>• Interpretation and historical enquiry are taught from the early years onwards. These are not aspects that are specified within the EYFS framework or programme of study in the KS1 NC.</li> <li>• Local history is studied from the EY onwards.</li> <li>• Children in Year 6 are taught how to study the chronology of local history over the last 100 years (H6.11). This is not a requirement of the National Curriculum.</li> </ul> <p><b>National Curriculum Aims:</b></p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

- Culture
- Civilisation
- Parliament
- Peasantry



- Substantive knowledge (S) is the truths or facts of a subject. Procedural knowledge (P) is the knowledge of how to do something. Disciplinary knowledge (D) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g. as an Historian). These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be remembered.
- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform, a deep body of knowledge needs to be acquired and retained.
- When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for history for their age group.

### Early Years Framework

Strand	Early Years Statutory Framework: Educational Programme <b>Understanding of the World</b>	Early Learning Goal <b>Past and Present</b>
<b>Early Years</b>	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>	<ul style="list-style-type: none"> <li>• <i>Talk about the lives of the people around them and their roles in society;</i></li> <li>• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

National Curriculum Subject Content						
Strand	Within living memory	Beyond living memory		Lives of significant people	Local history	
<b>Key Stage 1</b>	<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</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>	
Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlements by Anglo Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following:                             <ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Ancient Sumer</li> <li>Indus Valley</li> <li>Shang Dynasty of ancient China</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history choose one of:                             <ul style="list-style-type: none"> <li>Mayan civilisation c. AD 900</li> <li>Islamic Civilizations including a study of Baghdad c. AD 900</li> <li>Benin (West Africa) c. AD 900-1300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Greek life and achievements and their influence on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<i>For detailed examples of the different areas within the subject content please refer to the National Curriculum document.</i>						

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Changes within living memory</b>	<ul style="list-style-type: none"> <li>HN.1 know about and discuss an event that happened the previous day. (S)</li> </ul>	<ul style="list-style-type: none"> <li>HR.1 know about and discuss past events in their own life and in the lives of family members (S)</li> <li>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard (S)</li> </ul>	<ul style="list-style-type: none"> <li>H1.1 know about changes in living memory (last 100 years) (S)</li> <li>H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books) (D)</li> </ul>							

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Beyond living memory</b>		<ul style="list-style-type: none"> <li>HR.3 know how to comment on <b>(P)</b> and compare images of familiar situations in the past, particularly in the books they have read/heard <b>(D)</b></li> </ul>		<ul style="list-style-type: none"> <li>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries) <b>(S)</b></li> </ul>	<b>British history (Stone age to 1066)</b>	<ul style="list-style-type: none"> <li>H3.1 know what is meant by Neolithic ‘hunter-gatherers’ and early farmers (e.g. Skara Brae) <b>(S)</b></li> <li>H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>H4.1 know the Iron Age ended with Roman invasion by AD 42 and the power of its army <b>(S)</b></li> <li>H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian’s Wall) <b>(S)</b></li> <li>H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica) <b>(S)</b></li> <li>H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity) <b>(S) and (D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <b>(S)</b></li> <li>H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland) <b>(S)</b></li> <li>H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life <b>(S)</b></li> <li>H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona and Lindisfarne; attempts to bring about law and order into the country) <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>H7.1 a pre-1066 study (depending on school and setting) to know the sequence and impact of the Norman Conquest <b>(S)</b></li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
								<ul style="list-style-type: none"> <li>• H5.5 know about Viking raids, invasions and further invasions (including Danegeld) <b>(S)</b></li> <li>• H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan) <b>(S)</b></li> </ul>		
					Beyond 1066				<ul style="list-style-type: none"> <li>• H6.1 know how to place historical events and people from the past societies and periods in a chronological framework <b>(P)</b></li> <li>• H6.2 know about an aspect or theme in British history which extends beyond 1066 <b>(S)</b> and explain why this was important in relation to British history <b>(D)</b> (e.g. the</li> </ul>	<ul style="list-style-type: none"> <li>• H7.2 to know and describe the power of medieval monarchs and the challenges to that power <b>(S) and (P)</b></li> <li>• H7.3 to know the ideas and influences of the medieval church <b>(S)</b></li> <li>• H7.4 to explore The Crusades and describe the experiences of everyday medieval life (farming, feudal system,</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
									<p>changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>	<p>black death) <b>(S and (P)</b></p> <ul style="list-style-type: none"> <li>• H7.5 know the impact of the Tudors on Britain's religion and place in the world <b>(S) and (D)</b></li> <li>• H7.6 know and describe the impact of the Stuarts on the power of the monarchy <b>(S) and (D)</b></li> <li>• H7.7 to identify the challenges and changes in technology with a focus on the Industrial revolution <b>(S) and (D)</b></li> </ul>
					<b>Ancient civilisations</b>		<ul style="list-style-type: none"> <li>• H4.5 know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <b>(S)</b></li> <li>• H4.6 know in depth about one of the following: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang</li> </ul>		<ul style="list-style-type: none"> <li>• H6.3 know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300 <b>(S)</b></li> <li>• H6.4 know how that society provides contrast with British history <b>(S) and (D)</b></li> </ul>	<ul style="list-style-type: none"> <li>• H7.8 know the impact that the Aztecs had on the structure of leadership and monarchy <b>(S) and D</b></li> <li>• H7.9 know the impact of a ruling class on Inca society. <b>(S) and (D)</b></li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
							Dynasty of Ancient China (S)			
					<b>Ancient Greece</b>	<ul style="list-style-type: none"> <li>H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) (S)</li> <li>H3.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games) (S) and (D)</li> </ul>				
<b>Lives of significant people</b>	<ul style="list-style-type: none"> <li>HN.2 know who is in their family and their place within it (S)</li> <li>HN.3 know about the lives of people who are familiar to them (S)</li> </ul>	<ul style="list-style-type: none"> <li>HR.4 know the names of people who are familiar to them and can describe their role (S)</li> <li>HR.5 know about an important person from the local community (S)</li> <li>HR.6 know about an important</li> </ul>	<ul style="list-style-type: none"> <li>H1.3 know about a significant person from the past and where this would sit within a chronological framework (S)</li> <li>H1.4 know what the word 'significant' means and how the significant person</li> </ul>	<ul style="list-style-type: none"> <li>H2.2 know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework (P) and (D)</li> <li>H2.3 know why we remember</li> </ul>	<b>Significance</b>	<ul style="list-style-type: none"> <li>H3.5 know and understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us (D)</li> </ul>	<ul style="list-style-type: none"> <li>H4.7 know and identify historically significant people and events from a period of history and give some detail about why what they did or what happened was significant (D)</li> <li>H4.8 know and understand that historical significance is a decision that</li> </ul>	<ul style="list-style-type: none"> <li>H5.7 know and compare a range of historically significant people and events from across different periods of history and explain why they were significant (D)</li> </ul>	<ul style="list-style-type: none"> <li>H6.5 know and explain that historical significance is often a personal decision that people make which means that not everyone agrees on who or what is significant (D)</li> <li>H6.6 know and explain the importance of</li> </ul>	<ul style="list-style-type: none"> <li>H7.10 know the causes of the trans-Atlantic slave trade and the reasons for its abolition understanding this was a significant turning point in history (S)</li> <li>H7.11 know and describe the significant impact of the British Empire</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
		person from the past <b>(S)</b>	contributed to national and international achievements <b>(S) and (D)</b>	significant people from the past <b>(S) and (D)</b>			people living in modern times make about what they feel are important aspects of the past <b>(S) and (D)</b>		an event/person using the following criteria: significant individually, regionally, nationally or globally <b>(D)</b>	upon its colonies <b>(S)</b>
<b>Local history</b>	<ul style="list-style-type: none"> <li>HN.4 know and talk about significant events, from their own experience <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>HR.7 know and discuss past events in the local community <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>H2.4 know about a significant historical event, person and / or place in their own locality <b>(S)</b></li> </ul>	<b>Local study</b>				<ul style="list-style-type: none"> <li>H6.7 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>H7.12 a local study (based on local history, locality and availability of workshops) <b>(S)</b></li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>HN.5 know that stories can tell you about the past <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>HR.8 know how to ask simple questions, about images/stories from the past <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where) <b>(P) and (D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H2.5 know how to ask a range of questions about artefacts and sources from the past <b>(P) and (D)</b></li> </ul>	<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>H3.6 know how to learn more about a historical period through asking relevant questions <b>(P) and (D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H4.9 know how to ask questions about artefacts / sources of information <b>(P)</b> to question the validity and reliability of these <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H5.8 know how to ask and answer questions about the past <b>(P)</b>, considering aspects of change, cause, significance, similarity and difference <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H6.8 know how to devise and ask questions about the past <b>(P)</b>, suggesting where answers might be found, considering a range of sources <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H7.13 know how to pursue historically valid enquiries, including some that have been independently framed <b>(D)</b></li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Interpretation</b>			<ul style="list-style-type: none"> <li>H1.6 know that memories are not always completely reliable <b>(S)</b></li> <li>H1.7 know how to distinguish between fact and fiction (stories) <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>H2.6 know how to compare two different versions of the same account <b>(P)</b></li> <li>H2.7 know what sources are. <b>(S)</b></li> <li>H2.8 know how to use primary and secondary sources to find information <b>(P)</b></li> </ul>	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>H3.7 know how to compare a range of primary and secondary sources <b>(P)</b> and discuss validity and reliability <b>(D)</b></li> <li>H3.8 know how to compare information found in primary and secondary sources of information (including the internet) <b>(P)</b> and <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H4.10 know how to learn more about a historical period through comparing both primary and secondary sources of information <b>(P)</b> considering the positives and negatives presented <b>(D)</b></li> <li>H4.11 know how to begin evaluating the usefulness of different sources of information <b>(P)</b> and <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H5.9 know how check the accuracy of historical interpretations <b>(P)</b>, stating which sources of evidence are more reliable and why <b>(D)</b></li> <li>H5.10 know how to use a range of sources to make the most accurate interpretation of a historical period <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H6.9 know how to offer some reasons for different versions of events explaining which is most accurate and why <b>(D)</b></li> <li>H6.10 know how to link sources and evaluate how conclusions have been made <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H7.14 know how to differentiate between interpretations of primary and secondary resources <b>(D)</b></li> <li>H7.15 know how make connections between source interpretations <b>(D)</b></li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>HN.6 know how old they are and that they get older each year <b>(S)</b></li> <li>HN.7 know the words today, yesterday, tomorrow, before and after <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>HR.9 know what year we are currently living in <b>(S)</b></li> <li>HR. 10 know the days of the week <b>(S)</b></li> <li>HR.11 know the year of their birth <b>(S)</b></li> <li>HR.12 know words 'older' and 'younger' <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>H1.8 know the months of the year <b>(S)</b></li> <li>H1.9 know the month and year of their birth <b>(S)</b></li> <li>H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666) <b>(S)</b></li> <li>H2.10 know their full date of birth. <b>(S)</b></li> <li>H2.11 know what a timeline is and how it shows the passing of time <b>(S)</b></li> </ul>	<b>Chronology</b>	<ul style="list-style-type: none"> <li>H3.9 know how Britain changed between the beginning of the Stone Age and the Iron Age <b>(S)</b></li> <li>H3.10 know what B.C. means and that it can also be referred to as B.C.E. <b>(S)</b></li> <li>H3.11 know how to plot events on a timeline accurately using B.C. / B.C.E. <b>(P)</b></li> <li>H3.12 know that aspects of the past influence the</li> </ul>	<ul style="list-style-type: none"> <li>H4.12 know what A.D. means and that it can also be referred to as C.E. <b>(S)</b></li> <li>H4.13 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E <b>(P)</b></li> <li>H4.14 know how Britain changed from the Iron Age to the end of the Roman occupation <b>(S)</b></li> <li>H4.15 know the key events in Boudicca's life leading up to her rebellion and death <b>(S)</b> and</li> </ul>	<ul style="list-style-type: none"> <li>H5.11 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066 <b>(P)</b></li> <li>H5.12 know and represent the changing state of Britain throughout the years leading up to 1066 <b>(S)</b></li> <li>H5.13 know some of the</li> </ul>	<ul style="list-style-type: none"> <li>H6.11 know how to timeline the changes in British history beyond 1066 <b>(P)</b></li> <li>H6.12 know and represent the changing state of Britain beyond 1066 <b>(S)</b></li> <li>H6.13 know how to produce a timeline of the history within the local area over a period of 100 years <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>H7.16 know how to create timelines of historical events covering a period of 1000 years <b>(P)</b></li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – History

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
						<p>western world today (e.g. Olympics, democracy etc.) <b>(S)</b></p> <ul style="list-style-type: none"> <li>H3.13 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium' <b>(S)</b></li> </ul>	<p>track these on a timeline <b>(P)</b></p> <ul style="list-style-type: none"> <li>H4.16 know the key events within Roman history and society up to the fall of the Roman Empire <b>(S)</b> and track these on a timeline <b>(P)</b></li> <li>H4.17 know <b>(S)</b> and chart some of the key periods within ancient civilisations and note the differences between them <b>(D)</b></li> <li>H4.18 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans <b>(D)</b></li> <li>H4.19 know the duration of different civilisations <b>(S)</b> and represent this on a timeline <b>(P)</b></li> </ul>	<p>key conflicts between the Vikings and the Anglo-Saxons <b>(S)</b> and place these on a timeline <b>(P)</b></p>		
<b>Similarity and Difference</b>	<ul style="list-style-type: none"> <li>HN.8 know what the words 'same' and 'different' mean <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>HR.13 know and identify what is the same and different in the recent past <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H1.11 know and identify what is the same (or similar) and different in living memory <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H2.12 know and start to understand that during the same period of time, life was different for groups of people (e.g. rich/poor,</li> </ul>	<b>Similarity and Difference</b>	<ul style="list-style-type: none"> <li>3.14 know and identify examples of how life was similar in the past compared to modern day or another period studied <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H4.20 know and explain how life was similar and different throughout the past by giving varied examples across different periods of history <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>H5.14 know and compare how life was similar and different for varied groups of people in the same/differe</li> </ul>	<ul style="list-style-type: none"> <li>H6.14 know and explain that things may have been different from place-to-place (locally, regionally, nationally and internationally)</li> </ul>	<ul style="list-style-type: none"> <li>H7.17 know and explain that things may have been different from place-to-place in the past, giving examples and reasons for</li> </ul>

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				male/female) (D)				nt periods of time (D)	in the past, giving examples and reasons for these (D)	these on a local, regional, national and international level (D)
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>HN.9 know that some things change over time (S)</li> </ul>	<ul style="list-style-type: none"> <li>HR.14 know and identify new and old things from different periods of time, commenting on changes (D)</li> </ul>	H1.12 know and understand that some things change and some things stay nearly the same over different periods (D)	<ul style="list-style-type: none"> <li>H2.13 know and explain how a key historical event created change which can still be seen today (D)</li> </ul>	<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>H3.15 know and identify things that have changed and stayed nearly the same between different periods of time (D)</li> </ul>	<ul style="list-style-type: none"> <li>H4.21 know, understand and describe in some detail the main changes to an aspect within a period in history (e.g. democracy, empire, society, technology, religion) (D)</li> </ul>	<ul style="list-style-type: none"> <li>H5.15 know and identify reasons for continuity across different periods of time (D)</li> </ul>	<ul style="list-style-type: none"> <li>H6.15 know and understand that there are times in history when change happens suddenly and describe the impact of this (D)</li> </ul>	<ul style="list-style-type: none"> <li>H7.18 know and identify why some changes between different periods of time have had more significant consequences than others (D)</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>HN.10 know that an action has an impact (S)</li> </ul>	<ul style="list-style-type: none"> <li>HR.15 know and understand that a consequence is something that happens as a result of something else (D)</li> </ul>		<ul style="list-style-type: none"> <li>H2.14 know and understand that a cause makes something happen and that historical events have causes (D)</li> </ul>	<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>H3.16 know and understand that historical events have consequences that sometimes last long after the event is over. (D)</li> </ul>	<ul style="list-style-type: none"> <li>H4.22 know and explain a series of directly related events that happened in the lead up to an historical event and the subsequent consequence/s of this (D)</li> </ul>	<ul style="list-style-type: none"> <li>H5.16 know and understand why some historians may not agree on the causes of historical events (D)</li> </ul>	<ul style="list-style-type: none"> <li>H6.16 know and understand that the consequences of one historical event can sometimes become the causes of another (D)</li> </ul>	<ul style="list-style-type: none"> <li>H7.19 know and justify why some causes may be deemed more significant than others due to the consequences that follow (D)</li> </ul>

### Curriculum End Points

The KCPDs are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable historians.

**For subject leaders,** they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers,** they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KCPDs. They support teachers to plan activities that help to develop children as effective historians. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children,** they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

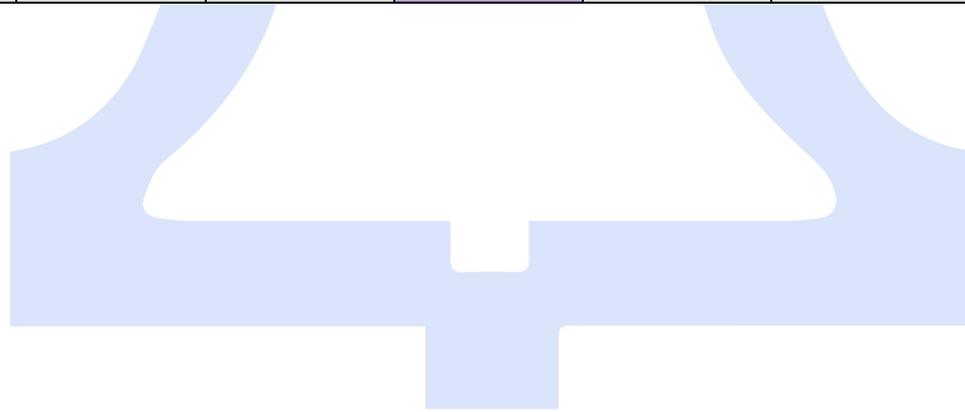
Curriculum end points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Curriculum end points	Children should be able to:				
	Recall the knowledge specified within the KCPDs for Nursery	Recall the knowledge specified within the KCPDs for Reception	Recall the knowledge specified within the KCPDs for Year 1	Recall the knowledge specified within the KCPDs for Year 2		Recall the knowledge specified within the KCPDs for Year 3	Recall the knowledge specified within the KCPDs for Year 4	Recall the knowledge specified within the KCPDs for Year 5	Recall the knowledge specified within the KCPDs for Year 6	Recall the knowledge specified within the KCPDs for Year 7
	Talk about what happened in the	Say how the past is different to the	Discuss some similarities/differe	Use artefacts to describe some		Discuss key changes over a	Discuss how a range of people and events from the	Identify the causes and	Identify and discuss the	Discuss and debate many

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	<p>very recent past (i.e. yesterday at school or a recent family event)</p> <p>Talk about things that change over time (i.e. people, homes, places)</p>	<p>present giving some examples of how (using pictures and books)</p> <p>Talk about an important person from the past</p> <p>Describe how actions have a consequence</p>	<p>nces between the past and present (including from stories/texts and artefacts)</p> <p>Give reasons why things have changed over time or remain the same</p> <p>Describe some of the advantages of things changing over time</p> <p>Talk about a significant person from the past and why they were significant.</p>	<p>similarities and differences between ways of life in the same or different periods of history, asking questions about these</p> <p>Give reasons why people in the past acted in the way that they did based on knowledge of that period</p> <p>Discuss how key historical events created change over time</p> <p>Place some key people/events on a timeline</p> <p>Describe key concepts (e.g. monarchy, parliament and democracy) understanding what these look like today, compared to the past.</p>		<p>period of history and give reasons for these</p> <p>Describe how an early civilisation has influenced the way we live today</p> <p>Discuss everyday life of people in a period/civilisation studied (using a range of sources), comparing and contrasting this to present day and other periods of history studied</p> <p>Compare and contrast attitudes and beliefs across different historical periods (e.g. role of women) and why these attitudes/belief were prevalent</p> <p>Understand that accounts of events may not be factually accurate and may include opinions rather than facts</p> <p>Plot key periods on a timeline</p> <p>Generate their own questions about different</p>	<p>past have shaped our lives today</p> <p>Compare and contrast people, events or artefacts studied from at least two different historical periods/civilisations to inform a wider view of society at the time</p> <p>Understand that some things have not changed over time and why they have not changed</p> <p>Understand what makes a person/event/idea significant</p> <p>Identify further concepts (e.g. peasantry, civilisation and empire) and use these to describe features of two different civilisations</p> <p>Find sources of evidence about the past (research)</p> <p>Evaluate varied sources of evidence to construct an increasingly accurate picture of the past</p>	<p>consequences of different historical events and how these still impact today</p> <p>Identify abstract concepts (e.g. religion, culture and society) and use these when comparing multiple periods of history/civilisations and how they have changed (or not) during these times</p> <p>Apply knowledge from another subject/discipline to help understand an historical issue e.g. knowledge of RE to explain the spread of Christianity</p> <p>Select relevant sections of varied accounts of the past to construct detailed, informed responses to questions posed</p>	<p>causes and consequences of different historical events and who did or did not benefit from these over time</p> <p>Understand different viewpoints of those living during a period of history and how these views affected their choices and actions</p> <p>Discuss how people from the past choose to present events in different ways to persuade others (propaganda)</p> <p>Appreciate that there may be different versions of events and why these are different based on knowledge of that period or the people giving them</p> <p>Use varied sources of evidence to decide whether an event was a significant turning point in history</p>	<p>varied historical concepts (i.e. society, empire, worship and monarchy) across different periods of history</p> <p>Explain patterns of continuity and change over time</p> <p>Construct a defensible claim about the past using multiple sources of evidence</p>

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						sources of evidence	Plot multiple periods of history on a timeline	Plot multiple periods of history on a timeline and identify overlapping periods	Investigate their own lines of enquiry by posing historically valid questions and using a range of sources to answer these  Plot multiple periods of history on a timeline and identify overlapping and/or significant periods locally, nationally and internationally	



Blue Bell Hill  
Primary School