



**Tilstock**<sup>†</sup>  
Part of the Marches Academy Trust 

# History progression of knowledge and skills

## EYFS

### EYFS – Knowledge and Understanding

Year Group	Context /Theme	Chronology	Interpretations	Progression in characteristic features	Cause and consequence	Historical enquiry	Representation	Organisation and communication
EYFS 40-60 months ELG	Me and my family	Sequences images of themselves as baby, toddler and infant, sorting pictures and objects, matching them to babies, children and adults.	Children can identify differences between versions of the same event	Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.	Can explain why they took the action they did when discussing 'myself'	Can say whether a picture is of a baby or a toddler and explain why.	Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.	Can talk about pictures of themselves using appropriate vocabulary, e.g.: 'when I was a baby'  Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy.

Area of Learning	Summary of Development Matters statements for 'Observing what children are learning'	Classroom activities
<b>Number</b>	Know that things exist, even when out of sight <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance</li> <li>Place numbers in order</li> </ul>	Introduce children to simple number tracks and lines to build sequencing skills <ul style="list-style-type: none"> <li>Make books about numbers that have meaning (e.g. birthdays)</li> </ul>
<b>Shape Space and Measure</b>	Understand some talk about immediate past and future, (e.g. before, later, sooner) <ul style="list-style-type: none"> <li>Measure short periods of time in simple ways, order &amp; sequence familiar events</li> </ul>	Share a daily visual timetable with the class, so that the children can identify and describe patterns in daily routines. <ul style="list-style-type: none"> <li>Use sand-timers so that children can observe the passing of time.</li> </ul>
<b>Understanding and Speaking</b>	Use everyday language related to time <ul style="list-style-type: none"> <li>Begin to talk about people and things that are not present</li> <li>Retell a past event in the correct order</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings, events</li> <li>Use language to recreate roles and experiences</li> </ul>	Create a class time-line using photographs of key events (e.g. first day at school, class visits, special assemblies etc.) Add to this over the course of the year. If possible, pass it on to the next teacher to continue.
<b>Reading</b>	Show interest in illustrations and print in books; listen to stories with increasing attention and recall <ul style="list-style-type: none"> <li>Know that information can be retrieved from books and computers</li> </ul>	Ensure children have access to a range of nonfiction texts, as well as a wide range of fiction books which have historical settings (e.g. traditional tales)
<b>Making relationships</b>	Explain own knowledge and understanding <ul style="list-style-type: none"> <li>Asks appropriate questions of others</li> </ul>	Use traditional 'show and tell' sessions to provide opportunities for pupils to talk about experiences that are special to them
<b>People and communities</b>	Learn that they have similarities and differences that connect them to, and distinguish them from, others <ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience</li> </ul>	Develop home-school learning journals so that each child has their own recorded narrative of the year. These can include parent/carer observations, photographs and pictures
<b>The World</b>	Develop an understanding of growth, decay and changes over time <ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change</li> </ul>	Create opportunities to examine changes over time (e.g. growing plants, hatching eggs, looking at baby photos)

KS1

**KS1: To develop an awareness of the past using common words and phrases relating to the passing of time.**

E.g. before I was born, when I was younger...

- Using words such as: before, after, past, present, then, now correctly.
- To know where people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Pupils should be taught:**

Changes within living memory - *where possible aspects of change within national life; events beyond living memory significant nationally or globally (e.g. The first aeroplane flight, events commemorated through festivals or anniversaries)*

To know about lives of significant individuals who have contributed to national and international achievements (e.g. Neil Armstrong, Mary Seacole, Florence Nightingale)

Year 1 – **Knowledge and Understanding**

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
1	<p><b>Autumn:</b> I know about changes within living memory. I know about events beyond living memory that are significant nationally or globally</p> <p>1950-2000</p> <ul style="list-style-type: none"> <li>• A. The Royal Family tree</li> <li>• The coronation</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• B. The first man on the moon, inventions</li> </ul> <p><b>Spring:</b> I know about significant historical events, people and places in my own locality.</p> <ul style="list-style-type: none"> <li>• A. The Titanic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• B. 1900- 1950</li> <li>• WW1/WW2/VE Day</li> <li>• Wilfred Owen (1893 - 1918) -</li> <li>• Winston Churchill (1874 - 1965)</li> </ul> <p><b>Summer:</b> I know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>1837-1901</p> <ul style="list-style-type: none"> <li>• The Victorians</li> </ul> <p>Choose a significant individual from the following</p> <p>Prince Albert (1819 - 1861), Emmeline Pankhurst (1858 - 1928), Marie Curie (1867 - 1934), Vincent Van Gogh (1853 - 1890), Florence Nightingale (1820 - 1910), Charles Darwin (1809 - 1882), Charles Dickens (1812 - 1870), Michael Faraday (1791-1867), Mary Seacole (1805 - 1881) -, Rudyard Kipling (1865-1936)</p>	<p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).</p> <p>Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.</p> <p>Uses simple timelines to sequence processes, events and objects within their own experience.</p>	<p>Gives a simple reason why we might have more than one version</p> <p>Sees that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p>	<p>Can spot significant differences between 'then and now'.</p> <p>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p> <p>Can describe how features of life today, such as holidays, differ from those of the past, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.</p>	<p>Can explain why one character in a simple story took the action he or she did., offering a valid reason using the word 'because'.</p> <p>Can give a simple reason why a real person acted as they did in a historical situation</p> <p>Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'.</p>	<p>Begins to use sources to identify some details and answer simple questions</p> <p>Can find an answer to a question by looking at a simple picture, can point to familiar images in pictures of themselves and their own family.</p> <p>Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.</p> <p>Can make deductions about artefacts, spotting clues to function and use and can talk about</p> <p>Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'.</p>	<p>Knows that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</p> <p>Begins to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past.</p> <p>Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions</p>	<p>Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key.</p> <p>Can write four or five captions, possibly using connectives, to show the sequence of washday activities.</p> <p>Can write simple sentences describing an event, e.g. Grace Darling's rescue.</p> <p>Can orally retell the main episodes of famous past events</p> <p>Subject related vocabulary and: past, old, new, recent, young, days, months,</p>

**KS1**

Year 2 – *Knowledge and Understanding*

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
<b>2</b>	<p><b>Autumn:</b> I know about changes within living memory. I know about events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>1950-2000</li> <li>A. The Royal Family tree</li> <li>The coronation</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>B. The first man on the moon, inventions</li> </ul> <p><b>Spring:</b> I know about significant historical events, people and places in my own locality.</p> <ul style="list-style-type: none"> <li>A. The Titanic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>B. 1900- 1950</li> <li>WW1/WW2/VE Day</li> <li>Wilfred Owen (1893 - 1918) -</li> <li>Winston Churchill (1874 - 1965)</li> </ul> <p><b>Summer:</b> I know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>1837-1901</li> <li>The Victorians</li> </ul> <p>Choose a significant individual from the following</p> <p>Prince Albert (1819 - 1861), Emmeline Pankhurst (1858 - 1928), Marie Curie (1867 - 1934), Vincent Van Gogh (1853 1890), Florence Nightingale (1820 - 1910), Charles Darwin (1809 - 1882), Charles Dickens (1812 - 1870), Michael Faraday (1791-1867), Mary Seacole (1805 - 1881) –, Rudyard Kipling (1865-1936)</p>	<p>Can place historical figures, events and artefacts in order on a given time line, using dates where appropriate</p> <p>Can add labels to time lines</p> <p>Understands that the world was different in the olden days.</p> <p>Can sequence within clock and to some extent in calendar time.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time,</p> <p>Realises that we use dates to describe events in time</p> <p>Can use phrases such as 'over 300 years ago' in their writing</p> <p>The more able can describe relative lengths of time</p>	<p>Realises that history is continuously being rewritten; if we find more we have to rewrite the past</p> <p>Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis</p> <p>Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</p>	<p>The key concept of Year 2 is change. Whenever pupils study a theme they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences.</p> <p>Can offer reasons why simple changes occur,</p> <p>Can also see that not everyone in the past had the same experience, eg: when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience.</p>	<p>Can give clear explanation of an important event, offering two or three reasons why an event took place,</p> <p>Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.</p> <p>More-able pupils certainly should be able to give a few consequences of events/people's actions</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Ask and answer questions such as What was it like for a...? What happened? How long ago?</p> <p>Can find answers to questions about objects by looking in books.</p> <p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions of the teacher in the role of someone in the past</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence</p> <p>Are able to gather ideas from a few simple sources when building up their understanding</p> <p>Can spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Able pupils make deductions from photographs, going beyond the literal and what can be seen and are able to realise that there are potential weaknesses in eyewitness accounts.</p>	<p>Can spot differences between versions</p> <p>Realises that there may be more than one way of looking at a significant historical person</p> <p>Realises that not all sources of information answer the same questions and that not all written accounts give exactly the same answer.</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</p> <p>Understands that it is not always possible to know for sure what happened, people have to use their imagination to reconstruct some events e.g. the sinking of the Titanic.</p>	<p>Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago.</p> <p>Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines.</p> <p>Makes increasing use of period specific vocabulary, e.g. bathing machine, pier.</p> <p>Retells a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl</p> <p>Can explain why the Great Fire spread so quickly using phrases such as another reason was' and 'also' which connect the various ideas</p> <p>Has more use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</p>

**KS2**

Year 3 – *Knowledge and Understanding*

**KS2 Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.**

- They note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They construct informed responses that involve thoughtful selection and organisation of relevant historical information,
- They understand how our knowledge of the past is constructed and shaped from a range of sources.
- In planning progression, we ensure that British, that we teach both local and world history and encourage our pupils in further research to deepen their understanding.

**Pupils will learn about various events from:**  
Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by Anglo-Saxons and Scots, the Vikings and Anglo-Saxon Struggle, British history beyond 1066, achievements of the earliest civilisations, Ancient Greece and a non-European society

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
3	<p><b>Autumn:</b> 1700-1800's:</p> <p>A. <b>I will complete a local history study –</b></p> <ul style="list-style-type: none"> <li>• Ironbridge and the Industrial Revolution, The first railway, George Stephenson (1781-1848)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <b>B. I will learn about the Great Fire of London</b> including Guy Fawkes and Samuel Pepys (1633 - 1703)</li> </ul> <p><b>Spring:</b></p> <p>A. <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,</b></p> <p>An aspect of social history, crime and punishment, medical knowledge, crime and punishment, monarchy and power, food, leisure, clothes, transport from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>OR</p> <p><b>B. The Tudors</b></p> <ul style="list-style-type: none"> <li>• Henry VIII (1491 - 1547), Walter Raleigh (c.1552 - 1618), Elizabeth I (1533 - 1603), Mary, Queen of Scots (1542 – 1587), William Shakespeare (1564 - 1616)</li> </ul> <p><i>Water, Portraits, the flushing toilet, newspapers, tudor feasts, the invention of breakfast and the discovery of chocolate, tea and coffee and taking in a show at the theatre</i></p> <p><b>Summer</b> <b>700- 1310: Invaders!</b></p> <ul style="list-style-type: none"> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• CASTLES - William Wallace (c. 1270 - 1305), Vikings/ Normans, Battle of Hastings , William the Conqueror (c.1028 - c.1087), Edward the Confessor (c.1003 - 1066)</li> </ul>	<p>Can confidently spot major anachronisms from most periods studied when compared with today;</p> <p>Can sequence events in simple narrative e.g. Boudicca's revolt;</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification;</p>	<p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event;</p> <p>Even when using the same evidence historians can put a different gloss on events.</p>	<p>Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied.</p> <ul style="list-style-type: none"> <li>• Children show an understanding of the main ideas associated with that society. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.</li> </ul>	<p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade;</p> <ul style="list-style-type: none"> <li>• Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;</li> </ul>	<p>Children extract simple information from text/pictures/objects showing basic comprehension</p> <p>Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</p> <p>Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence.</p>	<p>Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read</p> <p>Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation and because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p>	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</p> <p>Answers contain some simple period-specific references;</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;</p> <p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</p>

**KS2**

Year 4 – *Knowledge and Understanding*

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
4	<p><b>Autumn:</b> 1700-1800's: B. I will complete a local history study –</p> <ul style="list-style-type: none"> <li>Ironbridge and the Industrial Revolution, The first railway</li> <li>George Stephenson (1781-1848)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>B. I will learn about the Great Fire of London including Guy Fawkes and Samuel Pepys (1633 - 1703)</li> </ul> <p><b>Spring:</b> C. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,</p> <p>An aspect of social history, crime and punishment, medical knowledge, crime and punishment, monarchy and power, food, leisure, clothes, transport from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>OR</p> <p>D. The Tudors</p> <ul style="list-style-type: none"> <li>Henry VIII (1491 - 1547), Walter Raleigh (c.1552 - 1618), Elizabeth I (1533 - 1603), Mary, Queen of Scots (1542 - 1587), William Shakespeare (1564 - 1616)</li> </ul> <p><i>Water, Portraits, the flushing toilet, newspapers, tudor feasts, the invention of breakfast and the discovery of chocolate, tea and coffee and taking in a show at the theatre</i></p> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>700- 1310: Invaders!</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Castles- William Wallace (c. 1270 - 1305), Vikings/ Normans, Battle of Hastings , William the Conqueror (c.1028 - c.1087), Edward the Confessor (c.1003 - 1066)</li> </ul>	<p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Realises that Ancient means thousands of years ago</p> <p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</p>	<p>Can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery</p>	<p>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.</p> <ul style="list-style-type: none"> <li>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry;</li> <li>Moving from two causes to realising that you need to give several causes to explain some events;</li> <li>Moves away from simply listing to trying to give a little detail about each cause;</li> </ul>	<p>Begins to cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Can see that some sources are more useful than others and can explain why.</p> <p>Begins to raise questions about what the evidence tells us.</p> <p>Begins to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</p>	<p>Can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose</p> <p>Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis</p>	<p>Begins to sustain an answer, providing some supporting evidence</p> <p>Their ideas are beginning to have some shape, though not yet structured in paragraphs</p> <p>Can use appropriate ways of communicating their understanding</p>

KS2

Year 5 – Knowledge and Understanding

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
5	<p><b>Autumn</b></p> <p>The successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p><b>500BC – 400AD TRIBES</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Tribes: Celts, Scots, Saxons</li> <li>Alfred the Great (849 AD - 899 AD)</li> <li>Alexander the Great (356 - 323 BC)</li> </ul>	<p>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt;</p> <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life;</p>	<p>Can grasp that interpretations might differ depending on the aspect that people are looking at</p>	<p>Can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Can explain beliefs and attitudes in terms of why people might have had those ideas.</p> <p>Show real sense of period in an abstract way.</p> <p>Can understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.</p>	<p>Realises that events usually happen for a combination of reasons.</p> <p>Begins to genuinely explain rather than list</p> <p>Explains an event using simple form of classification e.g. to do with money or religion</p> <p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p>	<p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67</p> <p>This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p>	<p>Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.</p>	<p>Their answers are structured and provide supporting evidence for statements made</p> <p>They are able to see two sides of a question and can offer arguments on both sides;</p>
	<p>OR</p> <p><b>A non-European society that provides contrasts with British history. One study chosen from:</b></p> <ul style="list-style-type: none"> <li>Early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>Mayan civilization c. AD 900;</li> <li>Benin (West Africa) c. AD 900-1300.</li> </ul>							
	<p><b>Spring</b></p> <p>I know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>Ancient Sumer;</li> <li>The Indus Valley;</li> <li>Ancient Egypt; Tutankhamun (1336 BC - 1327 BC)</li> <li>The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>							
	<p>OR</p> <p>I know about the Roman Empire and its impact on Britain 2000 - 1300 BC. The Roman Empire by AD 42 and the power of its army. Julius Caesar (100BC - 44BC) Spartacus (died 71 BC) Cleopatra (c.69 BC - 30 BC) Julius Caesar's attempted invasion in 55-54 BC</p>							
	<p><b>Summer</b></p> <p>I know about changes in Britain from the Stone Age to the Iron Age</p> <p>130,000BC- 12,000BC</p> <ul style="list-style-type: none"> <li>Stone-age/Iron-age/ Celts</li> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>							

KS2

Year 6 – Knowledge and Understanding

Year Group	Theme	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical enquiry	Representation	Organisation and communication
6	<p><b>Autumn</b></p> <p>The successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p><b>500BC – 400AD TRIBES</b></p> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• Tribes: Celts, Scots, Saxons</li> <li>• Alfred the Great (849 AD - 899 AD)</li> <li>• Alexander the Great (356 - 323 BC)</li> </ul> <p>OR</p> <p><b>A non-European society that provides contrasts with British history. One study chosen from:</b></p> <ul style="list-style-type: none"> <li>• Early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>• Mayan civilization c. AD 900;</li> <li>• Benin (West Africa) c. AD 900-1300.</li> </ul> <p><b>Spring</b></p> <p><b>I know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</b></p> <ul style="list-style-type: none"> <li>• Ancient Sumer;</li> <li>• The Indus Valley;</li> <li>• Ancient Egypt; Tutankhamun (1336 BC - 1327 BC)</li> <li>• The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>OR</p> <p>I know about the Roman Empire and its impact on Britain 2000 - 1300 BC. The Roman Empire by AD 42 and the power of its army. Julius Caesar (100BC - 44BC) Spartacus (died 71 BC) Cleopatra (c.69 BC - 30 BC) Julius Caesar's attempted invasion in 55-54 BC</p> <p><b>Summer</b></p> <p>I know about changes in Britain from the Stone Age to the Iron Age</p> <p>130,000BC- 12,000BC</p> <ul style="list-style-type: none"> <li>• Stone-age/Iron-age/ Celts</li> <li>• Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz;</p> <p>Can successfully match simple iconic images to each of the periods studied;</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p>	<p>Can grasp that interpretations might differ depending on the aspect that people are looking at</p>	<p>They know about the importance of slave culture to that society. Also children grasp that people's experience of being evacuated in World War Two often depended on their prior experience</p> <p>They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.</p>	<p>They see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;</p> <p>They explain an event with reference to abstract ideas such as long and short-term or events building up;</p> <p>Begins to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</p> <p>By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way</p>	<p>They offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'</p>	<p>They understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</p> <p>They grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialisation and empire, and more negative if looking at child labour or slavery</p>	<p>Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; Refers to dates and to see importance of lengths of time e.g. when describing causes;</p> <p>They are able to make subtle distinctions within a period being studied, and realizes danger of overgeneralising;</p> <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>