

PROGRESSION IN KNOWLEDGE – HISTORY

The Big Ideas	Foundation	KS1	Lower KS2
Chronological Understanding	Knowledge <ul style="list-style-type: none"> • Use language relating to time • Sequence events in stories and their own day • That people change as they age • From own experience and materials read in class, recognise similarities and differences between things in the past and now 	<ul style="list-style-type: none"> • A timeline shows the order of events • Sequence learned events on a timeline • Which objects belong to past or present • Living memory means the last 60 years. • Identify similarities / differences between homes and transport in living memory. 	<ul style="list-style-type: none"> • BCE and CE on a timeline • Order historical learning for the year on a timeline Egyptians, Stone Age, WW2 • Creating own timelines for periods of history studied. • Identify similarities/differences between homes and transport across the periods studied now/living memory /WW2 /Stone Age/Egyptians /Romans
Significant Events People Periods	Knowledge: <ul style="list-style-type: none"> • Who is in their immediate family. • Talk about the past and present events in the lives of the people around them and their roles in society • Some important dates in their lives – birthday, Christmas, bonfire night, Diwali, Chinese New Year, Eid, <i>(This will be dependent on the child and their own lived experiences)</i> 	<ul style="list-style-type: none"> • Florence Nightingale (1820-1910) & nursing • Thomas Edison (1847-1931) & the lightbulb • Mary Seacole (1805-1881) & nursing • Edith Cavell (1865 -1915) • George Stephenson Trains (1781-1848) • Isanbard Kingdom Brunel Bridges (1806-1859) • Nelson Mandela (1918-2013) • Elizabeth I (1533-1603) • Elizabeth II (1926-2021) • Karl Benz – cars (1844-1929) • Wright Bros planes (1867-1912 and 1871-1948) • Frank Hornby – Toys (1863-1936) • Monet (1840-1926) Impressionism • The Great Fire of London 1666 • Samuel Pepys 1663 – 1703) • Neil Armstrong (1930 – 2012) • Helen Sharman (1963-) • Moon Landings 1969 • Space race (1955-1975) • Seaside holidays (1960s). • The Apartheid (1948-1990s) 	<ul style="list-style-type: none"> • Stone Age (30,000 – 3,000BCE) – Palaeolithic, Mesolithic, Neolithic periods, • Roman Era (43-410)– Invasion of the Roman army, impact of Romans on British life, Roman Law, • Julius Caesar’s failed attempt to invade Britain in 55BC. • Boudica (30-61) • Ancient Egyptian Civilization (3100-2125BCE) – God’s, mummification, farming, gods, pyramids, diversity of society. • Tutankhamun (1341-1323 BCE) • Howard Carter discovery of Tutankhamun’s tomb. (1922) • Mayan Civilisation (1500-900 BCE)– societies, gods, counting system, the demise of the civilisation. • Anglo-Saxon period (449-1016– society, settlements, kingdoms and law, • WW2 (1939-1945) – Declaration of war, Evacuation, The Blitz, Battle of Britain, VE day.

		<ul style="list-style-type: none"> Elizabeth I, Elizabeth II and Charles III's coronations. 	
<p>Historical Concepts & Abstract Terms</p> <p>Continuity & Change Cause and effect</p>	<p>Knowledge</p>		
	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling; Know what memories are Explore similarities and differences in how things have changes in living memories such as telephones. 	<ul style="list-style-type: none"> The role of the monarch and how it has changed over time. How life for black and white people changed through the Apartheid in South Africa. How nursing has evolved over time. How fire fighting has changed since the Great Fire of London. How family holidays have changed since the 60s. Common words and phrases relating to the passing of time and relevant to the topic studied e.g. reign, year, decade, past, present, chronological, Understanding of the series of events leading up to a significant moment in history e.g. Great Fire of London and the space race leading up to the moon landings 	<ul style="list-style-type: none"> Topic specific vocabulary connected to the passing of time e.g. century, period, era, BC/AD. Examples of what has changed and what has stayed the same from studied periods in history e.g. major Roman roads still existing today, Roman numerals, impact of WW2 on Britain today.
<p>Historical Enquiry & Interpretation</p>	<p>Related Skills</p>		
	<ul style="list-style-type: none"> Use curiosity to ask and answer how, when and why questions about stories and their own experiences. Knows and can use the terms past, present and future. 	<ul style="list-style-type: none"> Know what sources of evidence are. Understand what an eyewitness is and how they help us know about history. Ask questions about sources and artefacts. Name sources from the past that historians use to find information. Find answers by looking at historical sources including text, photographs and diaries. Carry out simple selection and sorting activities with a given question to answer. Make observations and guesses about what is happening. Ask further questions about things they want to know. Use a wide vocabulary 	<ul style="list-style-type: none"> The role of an archaeologist in uncovering the past. Use a range of sources including documents, artefacts, databases and historical buildings Name primary and secondary sources Know that there are different accounts of history Observation and inference can be used to interpret sources.