



## History knowledge progression grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday life			<p>Aspects of everyday life include houses, jobs, objects, transport and entertainment.            (School days and childhood)</p>	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.            (Coastline)</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.            (Through the ages)</p> <p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.            (Through the ages)</p> <p>Iron Age life is defined by the use of metals,</p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.            (Invasion)</p> <p>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and</p>	<p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.            (Ground-breaking Greeks)</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, in jure and oppress people or change people's beliefs, ways of life and identity.            (MAAFA and Britain at war)</p>

				<p>including iron, to make stronger, more effective tools and weapons and fine, decorative objects. (Through the ages)</p> <p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43.</p>	<p>the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. (Invasion and Ancient Civilisations)</p>		
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					Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. (Emperors and empires)			
Hierarchy and power		Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. (Long ago)	A monarch is a king or queen who rules a country. (Bright lights, big city)	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the	Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor	The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and

				<p>middle and poor workers or slaves at the bottom. (Magnificent Monarchs)</p>	<p>class patricians and equites who owned land and had powerful jobs.</p> <p>Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p>After the Roman's successful invasion of Britain in AD 43, there were many power</p>	<p>(Ancient Civilisations)</p>	<p>leadership caused these aspects of civilisation to decline. (Dynamic dynasties)</p>	<p>improvements in people's lives.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>(MAAFA and Britain at war)</p>
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					<p>struggles as the Romans tried to take control of Celtic lands and people.  (Emperors and empires)</p>			
Civilisations					<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.  (Through the ages)</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural</p>	<p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.  (Invasion)</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.  (Dynamic dynasties)</p> <p>The achievements and influences of the ancient</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.  (MAAFA)</p> <p>Common traits include personal</p>

					<p>experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>(Through the ages and Emperors and empires)</p>	<p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>(Ancient Civilisations)</p>	<p>Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>(Ground breaking Greeks)</p>	<p>charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>(MAAFA)</p>
Report and conclude	<p>Stories, books and pictures give us information about the past.</p> <p>(Once upon a time)</p>	<p>Stories, books and pictures are used to help people to find out about people and events from the past.</p> <p>(Starry night, let's explore, ready, steady grow)</p>	<p>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>	<p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented</p>	<p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description,</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into</p>

			(Childhood and school days)	without organising it into chronological order. (Magnificent monarchs and movers and shakers)	reconstruction or presentation. (Through the ages and Emperors and empires)	(Invasion and Ancient Civilisations)	and the perspective of the writer. (Dynamic dynasties and ground-breaking Greeks)	the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). (MAAFA, Frozen kingdoms and Britain at war)
Chronology			Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. (Childhood and school days)	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements,	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. (MAAFA and Britain at war)

				(Magnificent monarchs and movers and shakers)	from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. (Through the ages and Emperors and empires)	scientific developments and deaths.  (Invasion and Ancient Civilisations)	Egyptians from c3100 BC to 30 BC.  (Dynamic dynasties and ground-breaking Greeks)	
Artefacts and sources		<p>Objects from the past can look different to objects from the present.</p> <p>(Starry night, Marvellous machines, Puppets and pop ups and long ago)</p>	<p>Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>(Childhood and school days)</p>	<p>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>A viewpoint is a person's own opinion or way of thinking about something.</p> <p>(Magnificent monarchs and movers and shakers)</p>	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>Bias is the act of supporting or</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a</p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time?</p> <p>(MAAFA and Britain at war)</p>



					<p>sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p> <p>(Through the ages, rocks, relics and rumbles and Emperors and empires)</p>	<p>opposing a person or thing in an unfair way.</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>(Invasion and Ancient Civilisations)</p>	<p>historical event or person.</p> <p>(Dynamic dynasties and ground-breaking Greeks)</p>	
Local history			Important events in the school's history could include the opening of the	Commemorative buildings, monuments, newspapers and	National and international historical events, such as wars,	A past event or society can impact a local settlement in several ways,	Aspects of British history and related sites that may have local	Sources of information for a study of a local town or city

			<p>school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>(School days)</p>	<p>photographs tell us about significant people, events and places in our local community's history.</p> <p>(Movers and shakers)</p>	<p>invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p> <p>(Emperors and empires)</p>	<p>including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p> <p>(Invasion)</p>	<p>significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).</p> <p>(Ground-breaking Greeks)</p>	<p>include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.</p> <p>(Britain at war)</p>
British history		<p>Stories, or narratives, can tell us about important things that happened in the past.</p> <p>(Long ago)</p>	<p>Significant historical events include those that cause great change for large numbers of people.</p> <p>(Childhood and school days)</p>	<p>Important individual achievements include great discoveries and actions that have helped many people.</p> <p>(Magnificent monarchs and</p>	<p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of</p>	<p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after</p>		<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power;</p>

				<p>movers and shakers)</p>	<p>invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language.</p> <p>(Emperors and empires)</p>	<p>flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>(Invasion)</p> <p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in</p>		<p>improvements in healthcare; advancements in technologies or exploration.</p> <p>(Britain at war)</p> <p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled</p>
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						British life over time.		and spent their money. (MAAFA)
Changes over time	<p>Pictures and books can show how life was different in the past.</p> <p>(Once upon a time)</p>	<p>The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>(Let's explore and marvellous machines)</p>	<p>Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>(Childhood and school days)</p>	<p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>(Magnificent monarchs and movers and shakers)</p>	<p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>(Through the ages and emperors and empires)</p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>(Invasion and Ancient civilizations)</p>	<p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>(Ground breaking Creeks)</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>(MAAFA, Frozen kingdoms, Britain at war)</p>

<p>Compare and contrast</p>			<p>Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>(Childhood and school days)</p>	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>(Coastline and Magnificent monarchs)</p>	<p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>(Through the ages)</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>(Invasion and Ancient civilizations)</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>(Dynamic dynasties and ground-breaking Greeks)</p>	<p>(Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>(Britain at war)</p>
<p>Significant events</p>	<p>A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.</p> <p>(Once upon a time)</p>	<p>Significant event is something that is important to them or other people. Photographs and videos are used to record these events.</p> <p>(Long ago)</p>	<p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events</p>	<p>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of</p>

			include the date it happened, the people and places involved and the consequences of the event. (School days)	every year on 11th November to remember the end of the First World War. (Coastline and magnificent monarchs)	happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. (Through the ages, rocks, relics and rumbles and emperors and empires)	improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. (Invasion and Ancient civilisations)	influence the way we live today. (Dynamic dynasties and groundbreaking Greeks)	significant individuals and explain how significant events caused great change over time. (MAAFA, frozen kingdom and Britain at war)
Significant people		Some people in history are significant because they did important things that changed the world or how we live. (Let's explore)	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. (Movers and shakers, coastline and Magnificent monarchs)	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context

			changed the way people think. (Childhood, bright lights big city, school days)		(Rocks, relics and rumbles and emperors and empires)	(Invasion and ancient civilisations)	(Dynamic dynasties and groundbreaking Greeks)	of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. (Frozen kingdoms)
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