



## History Progression of Knowledge

<b>HISTORICAL CONCEPTS</b> <ul style="list-style-type: none"> <li>Components</li> </ul>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>KNOWLEDGE OF HISTORICAL PEOPLE, PLACES &amp; EVENTS</b>  <ul style="list-style-type: none"> <li>Lives of Significant Individuals</li> <li>The Anglo Saxons</li> <li>Contrasting Non-European Society</li> <li>An Event or Theme Beyond 1066</li> <li>Ancient Greek Civilization</li> <li>Local History Study</li> <li>Early Civilization: Ancient Egypt</li> <li>Changes in Living Memory</li> <li>Events Beyond Living Memory</li> <li>Stone-Age to the Bronze Age</li> <li>Roman Empire</li> <li>Invasions of Scotland</li> <li>Viking &amp; Anglo Saxon Rule</li> <li>Significant Local People, Places &amp; Events.</li> </ul>	<p>Lives of Significant Individuals: <i>Touch on through stories we read in class.</i> Neil Armstrong &amp; Tim Peak (Text = Look Up, Whatever Next) Mary Anning (Text = Little People Big Dreams)</p> <p>Changes in living memory: exploring Christmas now and in the past (Text = Alfie's Christmas) Making comparisons between what the children can do now and what they could do in the past. Comparing lives of adults at home/in the class in the past and the children's lives now in the present.</p> <p>Events beyond living memory: Dinosaurs, The Moon Landing,</p> <p>Significant local people, places and events: Remembrance Day.</p>	<p>Lives of Significant Individuals: Guy Fawkes, King James I, Christophe Columbus, Amelia Airheart, Marcus Rashford.</p> <p>An Event or Theme beyond 1066 - The Gunpowder Plot.</p> <p>Local History Study of Lytchett Matravers and local beaches.</p> <p>Changes in living memory exploring toys of the past and present.</p> <p>Events beyond living memory - The Gunpowder Plot and historical explorers - Christopher Columbus.</p> <p>Significant local people, places and events, Remembrance Day.</p>	<p>Lives of Significant Individuals: Florence Nightingale, Mary Seacole, Samuel Peeps, Thomas Farriner, King Charles II.</p> <p>Changes in living memory - exploring seaside holidays of the past and present. Comparing Seaside holidays.</p> <p>Events beyond living memory, beginning to talk about WW1 and war and conflict.</p> <p>Events beyond living memory - The Great Fire of London.</p> <p>Significant local people, places and events - WW1, Remembrance Day,</p> <p>Local History Study of Swanage Beach.</p>	<p>Lives of Significant Individuals: Cleopatra, Tutankhamun, Jessie Owens.</p> <p>Local History Study of Stonehenge, Badbury &amp; Spetisbury Rings, Maiden Castle.</p> <p>Events beyond living memory - A Study of the Stone Age, Bronze Age and Iron Age.</p> <p>Early Civilisation: A study of Ancient Egypt.</p> <p>A study of the Indus Valley Civilization, comparing it to the Bronze Age in Britain.</p>	<p>Lives of Significant Individuals: Boudicca, Julius Caesar, Rosa Parks.</p> <p>Events beyond living memory: A study of the Anglos-Saxons.</p> <p>A study of the Roman Empire and it's impact on Britain. This will include a local history study of Dorchester and comparing it to historical buildings in Rome.</p> <p>A study of the Invasions of Scotland, including the English Invasion of Scotland in 1385, where King Richard II led his army into Scotland.</p> <p>Changes in living memory - linked to Geography Rainforests - How have Rainforests changed over time?</p>	<p>Lives of Significant Individuals: Martin Luthur King, Hidden Figures, Archimedes, Plato.</p> <p>A study of the Anglo-Saxons</p> <p>Contrasting Non-European Society - Myan Civilization [covering Bronze Age, Iron Age, Romans, Anglo-Saxons &amp; Vikings - Myan Civilization was at it's peak during the Anglo Saxon &amp; Viking period].</p> <p>An Event or Theme beyond 1066 - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Extend to the eve of the Battle of Hastings - 1066.</p> <p>A study of the Ancient Greek Civilisation.</p> <p>Local History Study: Jurassic Coast - Geography Link.</p>	<p>Lives of Significant Individuals: Henry VIII, Queen Elizabeth I Queen Elizabeth II, Queen Victoria, Nelson Mandela, Charles Dickens.</p> <p>Contrasting Non-European Society</p> <p>An Event or Theme beyond 1066 - A study of Victorian Britian and Queen Victoria/Charles Dickens.</p> <p>A local history study of the movement of Lytchett Village during the Plague outbreak.</p> <p>Changes in living memory - history through the decades.</p> <p>Events beyond living memory - WW1 war and conflict.</p> <p>A study of the history of the Monarchy, Government, moving into modern democracy.</p>



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<p><b>HISTORICAL THEMES</b></p> <ul style="list-style-type: none"> <li>• Poverty &amp; Wealth</li> <li>• Empire</li> <li>• Invention &amp; Technology</li> <li>• War &amp; Conflict</li> <li>• Religion</li> <li>• Settlement</li> <li>• Invasion</li> <li>• Trade</li> <li>• Monarchy</li> <li>• Government</li> </ul>		<p>Invention and technology</p> <p>Settlement</p> <p>Trade</p> <p>Monarchy</p> <p>Government</p>	<p>Poverty and wealth</p> <p>Invention and technology</p> <p>War and conflict</p> <p>Monarchy</p> <p>Government</p>	<p>Poverty and wealth</p> <p>Invention and technology</p> <p>Settlement</p> <p>Invasion</p> <p>Trade</p> <p>Monarchy</p>	<p>Poverty and wealth</p> <p>Empire</p> <p>War and conflict</p> <p>Settlement</p> <p>Invasion</p> <p>Trade Monarchy</p>	<p>Poverty and wealth</p> <p>Invention and technology</p> <p>War and conflict</p> <p>Religion</p> <p>Settlement</p> <p>Monarchy</p> <p>Government</p>	<p>Poverty and wealth</p> <p>Empire</p> <p>Invention and technology</p> <p>War and conflict</p> <p>Religion</p> <p>Invasion</p> <p>Trade</p> <p>Monarchy</p> <p>Government</p>
<p><b>HISTORICAL ENQUIRY KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Questioning</li> <li>• Analysing</li> <li>• Researching: Gathering &amp; recording historical facts and information.</li> <li>• Interpreting</li> <li>• Concluding</li> <li>• Evaluating</li> <li>• Organising, Communicating &amp; Presenting.</li> </ul>	<p>Begin to ask questions about historical stories or events they have learnt about.</p> <p>Become more independent at utilising sources of information.</p> <p>Become more independent at utilising sources of information.</p> <p>Recognise that there are multiple ways of retrieving information.</p> <p>Talk about their thoughts and ideas relating to a story they</p>	<p>Use sources to answer and ask simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>To begin to use some sources to gather information and facts.</p> <p>Make simple observations about different people, events, beliefs and communities.</p> <p>Choose parts of stories and other sources to</p>	<p>Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers.</p> <p>Explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p> <p>Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers.</p>	<p>Use sources to plan a fieldwork study.</p> <p>Use sources to address historically valid questions.</p> <p>Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe and explore some of the ways the</p>	<p>Use a range of sources to plan a fieldwork study.</p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>Begin to recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Describe and explore a range of ways the past can be represented – pictures, letters, artefacts etc.</p>	<p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p>	<p>Choose relevant sources to plan a detailed fieldwork study.</p> <p>Regularly address and devise historically valid questions and hypotheses.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Bring knowledge gathered from several sources together into a coherent account.</p>



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	<p>have heard or an event they have learnt.</p> <p>Share their opinion of an event or historical story.</p>	<p>show what they know about the past.</p> <p>Share their opinion of an event or historical story.</p> <p>Identify some of the basic ways in which the past can be represented.</p>	<p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Order and sequence events and objects – closer in time using a reference book.</p> <p>Share their opinion of an event or historical story.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>past can be represented – pictures, letters, artefacts etc.</p> <p>Recognise that different versions of past events may exist.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p>	<p>To use evidence to reconstruct life in time studied.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Offer a reasonable explanation for some events.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p>	<p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Examine causes and results of great events and the impact on the people— Alexander the Great defeating Egypt.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p>	<p>Give reasons for contrasting arguments and interpretations of the past.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Use evidence to support written work.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> <p>Bring knowledge gathered from several sources together into a coherent account.</p>
<p><b>HISTORICAL PROCESS KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Chronology</li> </ul>	<p>Begin to use some everyday terms about the passing of time.</p> <p>Sequence photos from different parts of life.</p> <p>Match objects to people from different times.</p>	<p>Order and sequence some familiar events and objects</p> <p>Sequence artefacts from distinctly different periods of time</p> <p>Use some everyday terms about the passing of time such as</p>	<p>Use common words and phrases concerned with the passing of time.</p> <p>Describe memories of key events in lives.</p> <p>Sequence artefacts closer together in time - check with reference book.</p>	<p>Use some dates and historical terms when sequencing events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>To learn and use some historical terms.</p>	<p>Use dates and historical terms when ordering events and objects on a timeline.</p> <p>Understand and use more complex historical terms – e.g – BC/AD</p> <p>To use and discuss historical terms with an awareness and</p>	<p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Know and use complex historical terms – e.g – BC/AD</p> <p>To use and discuss historical terms relating</p>	<p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Have chronologically secure knowledge of the events and periods of time studied.</p> <p>Know key dates, people and times studied.</p>



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		'a long time ago' and 'before'		Place the time studied on a time line  Sequence several events or artefacts accurately.  Develop chronologically secure knowledge of the events and periods of time studied.	some understanding of different time periods.  Develop chronologically secure knowledge of the events and periods of time studied.	to different time periods.  Know and sequence key events of time studied.  Use relevant terms and period labels  Develop chronologically secure knowledge of the events and periods of time studied.	Know and use complex historical terms accurately.
<ul style="list-style-type: none"> <li>Cause &amp; Consequence</li> </ul>	Begin to talk about the actions of characters from historical books read.	To begin to explore why a historical event occurred.  To begin to talk about why people in the past acted the way that they did.	Discuss basic reasons why people in the past acted as they did.  Explore and begin to understand why a historical event occurred.	Recognise why some events happened and what happened as a result.  Begin to recognise the impact of certain events in time periods studied.  Identify some reasons for people's actions.  Identify some results of people's actions.	Recognise the impact of certain events in time periods studied.  Begin to relate cause and consequence of events to other time periods studied.  Identify some reasons for people's actions.  Identify some results of people's actions.	Examine causes and results of great events and the impact of these.  Recognise and explain the impact of events in time periods studied.  Relate cause and consequence of events to other time periods studied.  Identify and understand reasons for people's actions and explain the impact of them.	Examine and explain causes and results of great events and the impact of these.  Recognise and explain and debate the impact of certain events in time periods studied.  Relate cause and consequence of events to other time periods studied.  Identify and understand reasons for people's actions and explain the impact of them.



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<ul style="list-style-type: none"> <li>Similarities &amp; Differences</li> </ul>	<p>To begin to talk about different historical stories we have shared.</p> <p>Identify similarities and differences between them and others.</p> <p>Recognise the differences between past and present in their own and other's lives.</p>	<p>Recognise the distinction between past and present (within the context of their own life).</p> <p>Identify some similarities and differences between ways of life at different times.</p>	<p>Recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>Identify similarities and differences between ways of life at different times.</p>	<p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Research about everyday lives of the people in the time studied and begin to compare with life today.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> <p>Compare lifestyles of people today with people in Ancient Egypt.</p>	<p>Explore similar links and contrasts within and across different periods of time.</p> <p>Research the everyday lives of the people in the time studied and compare with our life today.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> <p>Compare lifestyles of people today with people in Ancient Rome and the Roman Empire.</p>	<p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Compare life in the early and late stages of 'times' studied.</p> <p>Study different aspects of people.</p> <p>Compare lifestyles of people today with people in Ancient Greece.</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p>	<p>Compare beliefs and culture with another time studied.</p> <p>Find out about the beliefs, culture and characteristics of the people noting similarities and differences—compare children of the same time but different lifestyles</p> <p>Compare behaviour of people during similar events.</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Identify similarities and differences between ways of life at different times, using historical sources to evidence.</p> <p>Compare lifestyles of people today with people in Victorian Britain.</p>
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<ul style="list-style-type: none"> <li>Significance</li> </ul>	<p>Talk about a significant person in their own lives and communities.</p> <p>Talk about a significant historical person in their own lives and communities.</p> <p>Begin to talk about who important and why in a simple historical account.</p>	<p>Talk about a significant person in their own lives and communities.</p> <p>Talk about who important and why in a simple historical account.</p> <p>Retell the events of the gunpowder plot.</p>	<p>Recognise a significant historical person from a time period studied.</p> <p>Understand the significance of the great fire of London.</p> <p>Begin to understand why events and people were important during time periods studied.</p>	<p>Demonstrate knowledge of aspects of significant history in their locality. Field study of Stonehenge.</p> <p>Recognise significant historical people from a time period studied and begin to understand their significance.</p>	<p>Identify where significant people and events fit into a chronological framework.</p> <p>Identify historically significant people and events in different situations and compare these to other time periods studied.</p>	<p>Understand the significance of where people and events fit into a chronological framework.</p> <p>Identify historically significant people and events in contrasting time periods.</p> <p>Begin to recognise that some events, people and changes are judged as more significant than others.</p>	<p>Reason and recognise that some events, people and changes are judged as more significant than others.</p> <p>Identify historically significant people and events in contrasting time periods.</p>
<ul style="list-style-type: none"> <li>Continuity &amp; Change</li> </ul>	<p>Recognise and describe special times or events for family or friends.</p> <p>Talk about changes within the context of their own lives.</p>	<p>Talk about changes within the context of their own lives.</p> <p>Look at artefacts and discuss how they have changed over time.</p> <p>Explore how ways of life have changed over time.</p>	<p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Consider why things may change over time.</p> <p>Begin to describe some historical changes in the time periods studied.</p>	<p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Explore trends and changes over time, linking these changes to a timeline.</p> <p>Describe some historical changes.</p>	<p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Explore and begin to explain trends and changes over time linking these to a timeline.</p> <p>Describe and give reasons for some historical changes.</p>	<p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe and explain reasons for some historical changes.</p> <p>Identify and explain trends and changes over time linking these to a timeline.</p>	<p>Interpret and analyse artefacts and discuss how they have changed over time.</p> <p>Describe, explain and debate reasons for some historical changes.</p> <p>Identify and explain trends and changes over time linking these to a timeline.</p>