



	Topic (if applicable)	Knowledge Progression
Nursery		<ul style="list-style-type: none"><li>• Know facts about their own lives, including family members</li><li>• Know about special events in their own lives</li></ul>
Reception		<ul style="list-style-type: none"><li>• Know the history is chronological</li><li>• Know a brief family tree</li><li>• Know about some differences and similarities between their own lives and things in the past</li></ul>
Year 1	<b>Toys</b> (Events within living memory)	<ul style="list-style-type: none"><li>• Know how toys have developed and changed over the years.</li><li>• Know how toys differ in design and material today compared to their grandparents' time</li><li>• Know which toys are modern and which are old.</li><li>• Know what toys used to be / now are typically made from</li><li>• Know that design, materials, and technology can indicate whether a toy is old or new</li><li>• Know the impact these have had</li><li>• Know that toys have existed for thousands of times</li><li>• Know some typical toys of rich and poor Victorian children</li><li>• Place toys on a timeline in the chronology in which they were played with</li></ul>



	<b>Dinosaurs</b> (Events beyond living memory)	<ul style="list-style-type: none"><li>• Dinosaurs lived over a million years ago before humans existed.</li><li>• Some dinosaurs walked on two legs, some on four and others could fly.</li><li>• Many dinosaurs moved speedy and others moved slowly.</li><li>• Most dinosaurs were plant eaters and were called herbivores.</li><li>• Some dinosaurs were meat eaters and were called carnivores.</li><li>• Dinosaurs went extinct about 165 million years after an asteroid hit earth.</li></ul>
<b>Year 2</b>	<b>The Great Fire of London</b> (Events beyond living memory)	<ul style="list-style-type: none"><li>• Know what life in Stuart London was like at the time of the fire</li><li>• Know that the Great Fire of London started on 2<sup>nd</sup> September 1666</li><li>• Place the events of the fire on a timeline.</li><li>• Explore the different viewpoints about who or what may have started the fire.</li><li>• Explain how/why the fire spread so quickly</li><li>• Explain what it was like at the height of the fire</li><li>• Explain how people tried to stop the fire</li><li>• Know what was left of London after the fire</li><li>• Explain the positive and negative impact that the fire had on London</li><li>• Explain what the King did to rebuild London.</li></ul>
	<b>Explorers</b> Including Significant Britons, for example: Christopher Columbus, Neil Armstrong	<ul style="list-style-type: none"><li>• An explorer is someone who travels to new places.</li><li>• A voyage is A long journey involving travel by sea or in space</li><li>• Christopher Columbus was born in 1451. He was a sailor and he became famous for finding the 'Americas' in 1492 (though lots of people already lived there!). He died in 1506.</li><li>• Neil Armstrong is famous for being the first human being to set foot on the Moon. He was born in 1930 and died in 2012.</li></ul>
<b>Year 3</b>	<b>Stone age to Iron Age</b>	<p>The Stone Age</p> <ul style="list-style-type: none"><li>• Know what Britain was like after the Ice Age.</li><li>• Know that few people lived in Britain at the time. Know how people fed and clothed themselves during the stone age.</li><li>• Know why stone age people were nomadic.</li><li>• Identify &amp; explain the changes that occurred throughout the stone age</li><li>• Know that immigrants brought new animals and crops to Britain which brought about a change from hunter gatherer to farming.</li></ul>



		<ul style="list-style-type: none"><li>• Know that most of our evidence for the stone age comes from archaeologists who can disagree with each other.</li></ul> <p>The Bronze Age</p> <ul style="list-style-type: none"><li>• Know about Bronze age religion, technology and travel E.g. Stonehenge</li><li>• Know how bronze was made</li><li>• Know where copper and tin come from</li><li>• Know how bronze tools and weapons were made</li><li>• Explain how bronze tools changed life.</li></ul> <p>The Iron Age</p> <ul style="list-style-type: none"><li>• Know where iron comes from and how iron tools and weapons were made.</li><li>• Explain why it took so long for iron to reach Britain</li><li>• Explain how iron tools and weapons changed life.</li><li>• Iron age hill forts tribal kingdoms, farming, art and culture Know the most important aspects of living in the stone, bronze and iron ages, make comparisons reach a reasoned conclusion as to which time period they would have preferred to live in and why.</li></ul>
	<b>Ancient Egypt</b>	<ul style="list-style-type: none"><li>• Know the beliefs about the Egyptian Gods Myth, Ra, Osiris, Isis, Horus, and know how we know about them.</li><li>• Explain the importance that certain animals had in Ancient Egypt (E.g. Bastet and sacred cats. Anubis and the Jackal, The scarab Beetle, Sobek and crocodiles, Tauret and hippos.)</li><li>• Explain why the Egyptians built temples, tombs and pyramids. Explain what they were they like. (Luxor Akhenaten, Guisa, Valley of the Kings)</li><li>• Know about the religious festivals that were held in Ancient Egypt. Compare Ancient Egyptian festivals to modern such as Easter, Diwali etc. Prepare their own Egyptian festival and celebrate it. (HOP)</li><li>• Know how religion affected life in Ancient Egypt. Know what the Egyptians believed about: afterlife, underworld. Book of the dead, weighing of the soul</li></ul>



<b>Year 4</b>		<ul style="list-style-type: none"><li>• Know that the Egyptians believed about death and what happens to you when you die. Explore the process of mummification and then make their own mummies and canopic jars.</li><li>• Understand the role of the Pharaoh on earth.</li><li>• Explore what the tomb of Tutankhamun can tell us about Egyptian beliefs.</li></ul>
	<b>Romans</b>	<ul style="list-style-type: none"><li>• Know that the Romans attempted to invade twice before they were successful on their third attempt. (Julius Caesar attempted in 55-54bc)</li><li>• Explain why the Roman Army was so successful in building up the Roman Empire.</li><li>• Know who Boudicca is and why we remember her. Know that sources about Boudicca contradict each other.</li><li>• Explain what life in Roman Britain may have been like using a range of sources. (to assess sources for accuracy and bias and develop their historical interpretation skills</li><li>• Compare life in Roman Britain to life in Britain today ( For example: Entertainment – Gladiators. Slavery. Food etc)</li><li>• To know about the Roman Gods and Goddesses</li><li>• To know that the romans imported materials to make jewelry and pottery</li><li>• To know how romans influenced the life and culture of people already living in Britain.</li></ul>
	<b>Ancient Greeks</b>	<ul style="list-style-type: none"><li>• Learn about the location, physical features and climate of modern Greece</li><li>• Locate Ancient Greece, Athens and Sparta on a map</li><li>• Know that Ancient Greece consisted of city states</li><li>• Know who the Ancient Greeks were and the period of time in which they existed</li><li>• To identify some of the similarities and differences between life in Athens and Sparta</li><li>• Use secondary sources and artefacts as well as archaeological sites to infer about what life was like in Ancient Greek times.</li><li>• Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture</li></ul>



		<ul style="list-style-type: none"><li>• Use written sources to make inferences about the influence of the Ancient Greek language on modern English</li><li>• Explore what can be learnt about Ancient Greek times from myths and legends</li><li>• To know how Ancient Greece was governed and identify similarities/difference with how we are governed today.</li><li>• Identify the most important achievements of Alexander the Great</li><li>• Compare education/ schools today to those in ancient Greece</li><li>• To compare the modern day olympic games to those in Ancient Greek times</li></ul>
<b>Year 5</b>	<b>Anglo Saxons, Scots and Vikings</b>	<p>Know the reasons for the arrival of the Saxons, Vikings and Scots; Know the differences in reasons for migration between Saxons and Vikings and between these societies and today</p> <p>Viking raids and invasion</p> <ul style="list-style-type: none"><li>• The key events associated with the raids;</li><li>• How Vikings were able to succeed;</li><li>• Saxon responses;</li><li>• Whether there are any similarities between Viking raids/invasion with today</li></ul> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <ul style="list-style-type: none"><li>• The nature of the conflict between Saxons and Vikings.</li><li>• The contribution made by Alfred;</li><li>• The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro;</li><li>• The state of Britain on the eve of the Conquest.</li></ul> <p>Investigate further Viking invasions and Danegald Understand Anglo Saxon laws and justice. Compare to life today.</p>



Subject Knowledge Ladder	History	CAT: Understanding the World
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		<p>The key features and differences about life in Saxon and Viking times and the difference in attitudes and values held by Saxons and Vikings;( Saxon/Viking farmers, warriors, women, children, slaves using a range of evidence such artefacts, pictures)</p> <p>The key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea</p> <p>Know about the reign of Edward the confessor up his death in 1066. Was Edward the confessor a good king?</p>
	<p><b>Inventions</b></p> <p>Victorians and Robots topics</p>	<ul style="list-style-type: none"> <li>• The Victorian period is named after Queen Victoria who reigned over Britain and a world Empire from her coronation in 1837 to her death in 1901 – 64 years</li> <li>• Life in Victorian times was rather different to how it is today. It was a time of both great wealth and great poverty, as well as invention and scientific discovery</li> </ul>
<b>Year 6</b>	<b>WW2</b>	<ul style="list-style-type: none"> <li>• World War 2 was a battle between two groups of countries –the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan.</li> <li>• To explain why children were evacuated</li> <li>• To understand what the holocaust was</li> <li>• To know when WW2 started and finished</li> </ul>
	<b>Benin/Mayan Civilisations</b>	<ul style="list-style-type: none"> <li>• How our knowledge of the past is constructed from a range of sources.</li> <li>• To have a coherent narrative of Africa's past</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical material</li> <li>• Benin's history is connected to broader trends and connections with particular reference to Africa and Britain.</li> <li>• Benin's past is constructed from a range of sources including artefacts.</li> <li>• Make clear narratives across a period of study.</li> <li>• Answer historical questions related to cause.</li> <li>• Address historically valid questions about similarity and difference.</li> <li>• That our knowledge of the past is constructed from a range of sources</li> </ul>