

History Progression of Knowledge by Year Group

EYFS	Year 1	
<p>Hello Children should: Know about each other. Know what makes them unique. Know about their families. Know when their birthdays are. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Talk about members of their immediate family and own community (4-5) Name and describe people who are familiar to them (4-5)</p> <p>Castles Children should: Know that fairy tales can be set in a castle (Cinderella, Sleeping Beauty) Know that some castles are real and not in stories. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Comment on images of familiar situations in the past (age 4-5) Compare and contrast characters from stories including figures from the past (age 4-5)</p> <p>After dark Children should: know Guy Fawkes was a real person. Know he lived a long time ago. Know how to keep safe at a bonfire. Know how we use fireworks to celebrate. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Name and describe people who are familiar to them (age 4-5) Comment on images of familiar situations in the past (age 4-5) Compare and contrast characters from stories including figures from the past (age 4-5)</p>	<p>Castles Children should: Know that some castles are real, and some are found in fairy stories. Know that we built castles for defence. Know who lived in a medieval castle. Know what a soldier in a medieval castle would look like Know that there were the different jobs in a medieval castle and the poor looked after the rich Know who built Tattershall Castle. Know it has changed over time.</p> <p>Marvellous Me Children should. Know what a timeline is and can put events on one. Know the different things children can do as they get older. Know how to put key events in their own life on a timeline. Know what similarities/differences they can see between children and parents. Know some toys their parents played with when young</p> <p>Guy Fawkes Children should: Know who Guy Fawkes was Know when the Gunpowder Plot occurred Know how people lived at the time. Know who else was involved in the plot. Know some of the problems they encountered. Know how to sequence the events of the plot. Know how to use a range of sources to ask their own questions about a key event. Know what happened after the plot was discovered. Know how we celebrate Guy Fawkes in the present day. Know some of the features of Bonfire Night celebrations Know how to keep safe if celebrating Bonfire Night.</p>	<p>Space Children should know what we mean by significant. know why we had to wait until recent times to be able to travel into space. know what and who went into Space. know who Laika, Able and Baker were know what makes a good astronaut. know what the difference between Yuri Gagarin and Neil Armstrong was know a timeline of events about Space. know about life in space including food.</p> <p>Pirates Children should: know who pirates were. know who was in the crew. know what the pirate code was. know what pirates wore. know what we mean by the term booty. know why Blackbeard became famous. know how Blackbeard lived. know if Blackbeard was a good captain. know what the main events of Grace O'Malley's life were. know What happened when Grace met Elizabeth I. know what it was like to live at the time when Grace met Elizabeth I</p>

Year 2

Castles

Children should:

Know who invaded England.

Know where the main battle between William and Harold took place.

Know the similarities and differences between motte and bailey and keep and bailey castles.

Know Why castles were important for the Norman invaders.

Know what the features of a castle were.

Know how and why castles changed.

Know why castles were important.

Know who lived in a medieval castle.

Know what the different jobs in a medieval castle were.

Know who was powerful in medieval times.

Know who built Tattershall Castle.

Know how it has changed over time.

Know what evidence we have for these changes.

Seaside

Children should.

Know what Wakes Week was

Know why it was important for families.

Know what features they would expect to see at the seaside today.

Know what photographs and early films show us about seaside holidays in Victorian times.

Know some of the similarities and differences between holidays then and now.

Know some other forms of evidence we can use to support our understanding.

Marvellous Me

Children should.

Know what a timeline is and can put events on one.

Know the different things children can do as they get older.

Know what similarities/differences they can see between children and parents.

Know some toys their parents played with when young.

Know how their toys are different.

Know some of the toy's children played with in Victorian time

London's Burning

Children should

Know What Stuart London was like

Know what the differences were between London then and now.

Know how the Fire started.

Can explain if anyone could have stopped what happened on 2 September 1666.

Know why we have different opinions on the causes.

Know what happened first and can sequence the events of the fire.

Know what life was like at the height of the fire.

Know what was left of London after the fire.

Know what did the King do to help?

Know what evidence we have of the effects of the Great Fire.

Know the role Samuel Pepys played in our knowledge of the fire.

Heroes

Children should:

Know the difference between famous and significant.

Know some questions they would like to ask a significant person from the present.

Know some questions they would ask a significant person from the past.

Know why Florence Nightingale is famous

Know some significant events in her life (born 1820, 1854 travelled to Turkey, during the Crimean War, organised food, medicines, bandages, Lady of the Lamp)

Know why Mary Seacole is significant

Know some significant events in her life (born Jamaica 1805, 1844, Yellow Fever, Crimean War, turned away because of the colour of her skin, set up own hospital, 'British Hotel')

Know why Edith Cavell is significant

Know some significant events in her life (born 1865, 1907 to Belgium, 1914 war, nursed soldiers, helped British ones to escape killed 1915).

Know the effects of their work on nursing in the present day.

Space

Children should:

know what we mean by significant.

know why we had to wait until recent times to be able to travel into space.

know what and who went into Space.

know what makes a good astronaut and how you become one.

know who Laika, Able and Baker were

know what the difference between Yuri Gagarin and Neil Armstrong was

know the problems of being in Space such as the lack of gravity, the distance from Earth.

know a timeline of events about Space.

know the impact the moon landing had on the world.

know how to research key facts about space.

Year 3

Stone to Iron Age

Children should:

- Know what Britain was like after the last Ice Age
- Know how few people lived in Britain at the time
- Know how they fed and clothed themselves
- Know what we mean by nomadic
- Know that immigrants brought new animals and crops to Britain.
- Know the impact this had on settlement.
- Know that most of our evidence for the Stone Age comes from archaeologists.
- Know that archaeologists disagree with each other.
- Know that some recent discoveries that are changing the way we think about the Stone Age.
- Know the main features regarding the chronology of the Stone Age.
- Know the main changes throughout the period.
- Know that there is much that we do not know about the Stone Age! Children should:
- Know how bronze was made.
- Know where copper and tin come from
- Know how bronze tools and weapons were made.
- Know where iron comes from
- Know how iron tools and weapons were made.
- Know why it took so long for iron to reach Britain.
- Know how bronze tools change life.
- Know how iron tools and weapons change life.
- Know the main changes brought about by bronze and iron.
- Know how to make a judgement based on the evidence available to them.
- Know what buried hoards tell us about Britain at the time.
- Know what bog bodies tell us about life at the time.
- Know what the written sources from the time tell us about Britain? Know how to make comparisons.
- Know how to reach a conclusion.
- Know how to present their conclusions most effectively.

Romans

Children should

- know why the Romans invaded Britain.
- know where, when and how the Romans invaded.
- know what minerals and commodities they wanted to control.
- know why the Roman army was so successful and who could join the Roman army.
- know what equipment they had.
- know about life in Roman Britain and especially on Hadrian's Wall know that some native Britons welcomed the Romans, and some did not.
- know who Boudicca was and why we remember her. know the local tribes.
- know how Celtic people lived.
- know what changed when the Romans arrived.
- know why the Romans built Hadrian's Wall in the north of England?
- know what the advantages and disadvantages of this site for the wall were?
- Know how to compare and contrast Romans and Celts, how they live, what they looked like, what they wore, what occupations they followed.
- Know the differences between the Romans and the Celts.
- know why a village grew up outside the fort?

Transport

Children should:

- know some different kinds of transport from long ago.
- know some advantages and disadvantages they have been in terms of ability to move heavy goods?
- know when these transport types would have been important?
- know some of the challenges people in the past might have had when using transport? know how the first trains and railways were developed.
- know the key figures in the development of early trains.
- know where the first railway lines were.
- Know some steam locomotives and say why they are famous. (Rocket, Mallard, Flying Scotsman)
- know how and why steam locomotives changed over time
- Know the similarities and differences between different steam locomotives
- know How the rail network changed over time.
- know the impact this had on Lincolnshire
- know what changes in society developed from an extended rail network
- know how the development of the railway affected different social classes.
- know what trains are like in the present day.
- Know how they developed from steam locomotives.
- Know how similar, and how different, trains are then and now.
- suggest what we can expect in the future

Commonwealth

Children should:

- Know that most of the countries in the Commonwealth were once governed by Britain
- Know that after they became independent many became part of a family where they could work together and help each other.
- Know that the Commonwealth of Nations was begun in 1931
- Know some common reasons for joining
- Know what a Charter is.
- know some of the key principles of the Charter.
- know why it is important to every commonwealth country.
- Know who Ghandi, CV Raman and Mary Seacole (as a minimum) were.
- Know why they are considered important.
- Know what role they have played in supporting respect, tolerance and democracy

Year 4

Anglo Saxons

Children should:

Know where Angles, Saxons, Jutes, Frisians, Picts and Scots originated from
 Know what had happened in Britain prior to their arrival.
 Know the reasons for the arrival of the Saxons, and Picts.
 Know the differences in reasons for migration between Saxons and Picts and between these societies and today.
 Know the challenges facing the early settlers and how they overcame them.
 Know how the arrival of these societies might be interpreted differently.
 Know what Anglo Saxon settlements were like
 Know some of the food they ate.
 Know some key facts about how they lived.
 Know how we know about the Saxons, and Picts and the use that can be made of the available evidence.
 Know the characteristic features of different groups within these societies.
 Know the important role of the Venerable Bede.

Vikings and Saxons

Children should:

know the key events associated with the raids.
 know why Vikings caused so much fear.
 know how Vikings were able to succeed in their attacks.
 know the Saxon responses.
 know the nature of the conflict between Saxons and Vikings.
 know the contribution made by Alfred to peace.
 know the changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro.
 know the state of Britain on the eve of the Conquest.
 Know who King Alfred was and why was he so important?
 Know what Danelaw was.
 Know who Athelstan and Cnut were
 Know why Vikings were successful in the later period know the key features and differences about life in Saxon and Viking times
 know some attitudes and values held by Saxons and Vikings.
 know the role of different groups and sections of the population.
 know the nature of religious life when the Saxons and Vikings first arrived.
 know the nature of and reactions to the re-introduction of Christianity.
 know how and why Christianity spread.
 know the nature and significance of the Saxons and Vikings on the local community. know the contribution of some key individuals. (Alfred, Cnut, Hardrada, St Augustine, Edward the Confessor, Godwinson
 know the key features of Saxon and Viking boats.
 know the achievements of the Saxons and Vikings at sea
 know evidence for the legacy of Saxons and Vikings.
 Know the specific contribution and legacy in a range of elements.

Egyptians

Children should.

Know the main Egyptian Gods.
 know how they were represented, and which animals were used.
 know the differences between temples and pyramids.
 know how pyramids developed and were built.
 Know how to compare ancient Egyptian religious festivals to modern day ones know how Egyptians buried their dead.
 know the role of the pharaoh in religion.
 know the Egyptian creation story.
 can compare religion in Ancient Egypt to religious beliefs in Britain at the same period of history.
 Know about key Egyptian buildings and their importance know who built the Great Pyramid at Giza.
 Know why trade and relationships with other countries was important
 know what the Solar Barque of Khufu was for.
 know why Hatshepsut sent an expedition to Punt?
 Know the role of women in ancient Egypt
 know why the River Nile was revered
 know about the conflict between Egypt and the Hittites
 know what Akhenaten that made him so hated.
 know the differences between the beliefs of Amenhotep IV and Akhenaten.
 know how Aten is represented.
 know why we remember Ramesses II.
 know why the evidence we have about Rameses is biased.
 know how the civilisation of Egypt ended
 know who the Ptolemies were,
 know who Cleopatra was and why the Romans become so powerful
Maya
 Children should:
 know when and where the Maya lived.
 know how this related chronologically to other periods they have studied know what maya writing was like
 know what an emblematic glyph is.
 know how maya writing compares with Egyptian hieroglyphs.
 know how the Maya counted and represented different numbers.
 know what the maya calendar looked like know how the sacred calendar was used for predictions.
 know how to use the Maya Calendar round
 know how to write a birthdate in the Maya calendar system.
 know what the key trade goods were and who they were traded with
 know where the salt, jade, obsidian and limestone they depended upon came from

know how the Maya cities were, fed and where the food came from
 know who the important Maya gods were.
 know what Popol Vuh was
 know what were the rules for the Ball Game
 know what happened to the winners and losers
 know why Maya cities were not discovered until relatively recently.
 know that the cities of the maya civilization emptied in 900 ADS
Walls and Barricades
 Children should:
 Know what we mean by physical barriers.
 Know some key physical barriers.
 Know some reasons why barriers to movement were put in place.
 Know some reasons why people wanted to move beyond these barriers.
 Know why Hadrian's Wall was built.
 Know why the Great Wall of China was built.
 Know some modern-day barriers (38th parallel, Mexican wall)
 Know that not everyone is treated the same.
 Know the meaning of the terms prejudice and discrimination.
 Know that some people have fought against these attitudes.
 Know the names of some key people who have fought against prejudice (Ghandi, Luther King, Rosa Parks. Nelson Mandela as a minimum)
 Know the roles they played in the struggle for acceptance.
 Know some similarities and differences between key figures and how to express an opinion clearly and with evidence.

Year 5

Ancient Greece

Children should

know the geographical features of modern-day Greece.

know when in history was defined as ancient Greece.

know where ancient Greece was including Athens and Sparta were located.

know the key differences between the city states of Athens and Sparta.

know what made the Ancient Greek fighters so powerful and how we know this.

know how religion in Ancient Greece was different to Christianity or other religions.

know how we can tell that a particular ruler was so important.

know how archaeologists can add to our understanding of Ancient Greece.

know archaeological sites can be used to compare and contrast public buildings and religious ones

know the main features of Greek myths.

know what they tell us about Greek society. say what evidence is there to prove that a myth/legend might be true

know about the importance of Alexander the Great

know what made him” Great.

Know what we have learnt from the Ancient Greeks including similarities between our school and schools in Ancient Greece, language and buildings.

know the Ancient Greeks were governed and any similarities with how we are governed today.

Pilgrim Fathers

Children should:

Know when the Pilgrim Fathers sailed to America.

Know why they were subject to persecution.

Know why sailing to America seemed a good option.

Know that they wanted to find gold and riches in America.

Know who were the Saints and who were the strangers.

Know where Boston, Plymouth and the New World are located on a map.

Know key terms such as religious persecution, intolerance, discrimination:

Know which ships sailed to the New World.

Know where they sailed from

Know how many were on board.

Know what life was like on board.

Know what hardships they faced on their journey.

Know what life was like in the New World.

Know the difficulties they faced.

Know the issues they had with food supply and illness Children should.

Know who the existing settlers of the Americas were.

Know who the Wampanoag were.

Know the names of some key native figures.

Know when the Mayflower Compact was signed.

Know who signed it.

Know why it was important.

Know what is meant by self-government.

Crime and Punishment

Children should:

Know ways in which crime changes over time.

Know some basic ways in which punishment for crime changes over time.

Know the meaning of some key vocabulary (judge, jury, lawyer, pillory, etc)

know how crime was detected in Roman times.

know how criminals were tried in Roman times.

Know some common punishments for criminals in Roman times.

Know how crime would usually be punished in the Anglo-Saxon/Viking world

know what the most common crime of the time was.

know how people involved gods in the punishment of criminals. Know how criminals were caught in the medieval and Tudor periods.

Know the three main types of courts in the medieval and Tudor periods.

Know what the punishments for theft, treason, murder and heresy were.

know which crimes became common during this period and why know which aspects of crime and punishment

stayed the same between the medieval period and the early modern period.

know which punishments were new during this period.

know which types of crimes became less common in this period and why?

Know some changes in the way crime was detected.

know the major changes in the way crimes were punished?

Know the different types of crimes there have been over the ages.

know how crime prevention and detection has changed over the ages.

Know how punishment for criminal activity has changed over the ages.

Parliament and Power

Children should:

know how England was ruled in 1215.

know why changes occurred.

know what the impact is today.

know why it was considered to be an important turning point know who Simon De Montfort was and the part he played in the development of parliamentary democracy.

know Simon De Montfort changed the way power was divided between the monarch and the people.

know who was invited to Parliament and why.

know how Parliament has changed since.

explain what is the same and what is different about parliamentary structure. know key facts about Guy Fawkes, Robert Catesby, Thomas Percy, Lord Monteagle, King James1.

know why the Catholics were discriminated against.

know what the impact of the plot on Parliament and democracy was know who Oliver Cromwell was. know why the Civil War occurred.

say which side they would support. know what the impact was locally and can identify the evidence. know who the Suffragettes were.

know what they were advocating for.

evaluate the methods used and suggest what methods might be used today.

Know about the modern democratic system.

Know how change is effected.

Year 6

Crime and Punishment

Children should:

Know how the methods and philosophies of punishment have shifted over time, from public spectacle to modern justice systems.

Know the meaning of key legal vocabulary such as judge, jury, lawyer, pillory, and others, and how these roles or terms have changed through history.

Know how crime was detected in Roman times, including the role of citizens and soldiers in law enforcement.

Know how accused criminals were brought to trial in Roman society, and what legal rights they had.

Know some of the typical punishments used in Roman times, including execution, exile, and forced labor.

Know how crimes were punished during the Anglo-Saxon and Viking periods, including practices like wergild and corporal punishment.

Know what types of crimes were most commonly committed in these early medieval societies, and what that reveals about the time.

Know how divine judgment—such as trial by ordeal—was used to determine guilt, and what this suggests about belief systems in early justice.

Know how criminals were identified, pursued, and caught during the medieval and Tudor periods, before the development of modern policing.

Know the three main types of courts in the medieval and Tudor eras, and how they dealt with different crimes.

Know the typical punishments for serious crimes such as theft, treason, murder, and heresy in the medieval and early modern period.

Know which new types of crime became widespread during these times, such as heresy or witchcraft, and understand the social or religious reasons behind them.

Know which features of crime and punishment remained largely unchanged between the medieval period and the early modern era.

Know which punishments were introduced during this time, such as transportation or the increased use of prisons.

Know which crimes became less common during this period, and be able to explain why this might have happened.

Know how approaches to detecting crime began to shift, including the use of constables, watchmen, and printed notices.

Know the major changes in how crimes were punished, from brutal public executions to more institutionalized systems.

Know the various types of crimes that have existed throughout history—ranging from theft and violence to political or moral offences.

Know how both the prevention and detection of crime have developed across centuries, particularly with the rise of police forces and forensic science.

Know how attitudes toward punishment have changed—from retribution and deterrence to rehabilitation and justice reform.

Ancient Greece

Children should

Know the historical period referred to as Ancient Greece, including its approximate dates and major eras.

Know the location and importance of key regions of Ancient Greece, including the influential city-states of Athens and Sparta.

Know the defining characteristics and fundamental differences between the political systems, societies, and cultures of Athens and Sparta.

Know what made Ancient Greek warriors exceptionally powerful, and identify the types of evidence—such as historical texts and archaeological finds—that support this.

Know how religion in Ancient Greece differed from Christianity and other world religions, especially in terms of gods, rituals, and daily life.

Know how the legacy of a particular ruler, such as their achievements, monuments, or influence, reveals their historical significance.

Know how archaeologists uncover and interpret evidence that deepens our understanding of life in Ancient Greece.

Know how archaeological sites allow us to compare public and religious buildings, and what this reveals about Ancient Greek society.

Know the key elements of Greek myths, including recurring themes, characters, and moral lessons.

Know what Greek myths reveal about the values, beliefs, and fears of Ancient Greek society—and consider what evidence might suggest some myths were based on real events.

Know the significance of Alexander the Great in world history, including how he built his empire and spread Greek culture.

Know what qualities, actions, and achievements earned Alexander the title “Great,” and why his legacy still matters today.

Know what modern society has inherited from the Ancient Greeks, including elements of education, language, government, and architecture.

Know how Ancient Greece was governed, including systems such as democracy, and identify similarities and differences compared to how governments operate today.

Parliament and Power

Children should:

Know how England was governed in 1215.

Know the underlying causes of political and social change during this period.

Know the long-term consequences of these changes on modern governance.

Know why 1215 is regarded as a pivotal moment in constitutional history.

Know who Simon de Montfort was and assess his role in shaping the evolution of parliamentary democracy.

Know how Simon de Montfort altered the balance of power between the monarchy and the emerging voice of the people.

Know who was summoned to Parliament and the reasons behind their inclusion.

Know how the structure and function of Parliament has evolved over time.

Explain the continuities and differences between early and modern parliamentary systems.

Know key historical details about Guy Fawkes, Robert Catesby, Thomas Percy, Lord Monteaagle, and King James I.

Know the reasons for the persecution of Catholics during this era.

Know how the Gunpowder Plot influenced the development of Parliament and the concept of democracy.

Know who Oliver Cromwell was and examine his significance in British political history.

Know the causes of the English Civil War and the ideologies of opposing factions.

Articulate which side you would align with and justify your reasoning.

Know the local impact of the Civil War and identify supporting historical evidence.

Know who the Suffragettes were and what political and social reforms they pursued.

Evaluate the effectiveness of their tactics and propose how similar causes might be advanced in today’s society.

Know how the modern democratic system operates.

Know the mechanisms through which societal change is initiated and sustained

Pilgrim Fathers

Children should:

Know when the Pilgrim Fathers set sail for America and the historical context of their departure.

Know why the Pilgrims faced religious persecution in England, and what beliefs or actions led to their treatment.

Know why sailing to America appeared to be a promising and necessary option for the Pilgrims.

Know that although some Pilgrims hoped to find religious freedom, others were also motivated by the pursuit of wealth, including the search for gold and economic opportunity.

Know the distinction between the “Saints” (religious Separatists) and the “Strangers” (those seeking other opportunities), and how their goals shaped the voyage.

Know where Boston, Plymouth, and the broader region known as the New World are located on a modern map, and how geography influenced the settlement.

Know and understand key terms such as religious persecution, intolerance, and discrimination, and how they apply to the Pilgrims’ experiences.

Know the names of the ships, especially the Mayflower, that carried the settlers across the Atlantic.

Know the location from which the Pilgrims sailed, and understand why that port was chosen.

Know how many passengers were on board the Mayflower, including the mix of families, servants, and crew.

Know what daily life was like aboard the ship during the long and dangerous voyage.

Know the specific hardships the passengers faced at sea, including poor weather, limited food, and illness.

Know what life was like upon arriving in the New World, and how settlers adapted to a harsh and unfamiliar environment.

Know the immediate difficulties faced by the settlers, such as building shelter, surviving winter, and finding fresh food and water.

Know the impact of food shortages and widespread illness during the settlers’ first months, and how these challenges threatened their survival.

Know who the Indigenous peoples of the Americas were at the time of the Pilgrims’ arrival, and that the land was already inhabited.

Know who the Wampanoag people were, and how their culture and knowledge influenced the survival of the Pilgrims.

Know the names of key Native American figures, such as Massasoit and Squanto, and their roles in shaping early colonial-native relations.

Know when the Mayflower Compact was signed, and the historical importance of this document.

Know who signed the Mayflower Compact and what it revealed about the settlers’ intentions for governance.

Know why the Mayflower Compact is seen as a foundational step toward self-government in the American colonies.

Know what is meant by self-government, and how the ideas within the Compact influenced democratic principles in later American history.