



# HISTORY KNOWLEDGE & SKILLS PROGRESSION - AREA OF STUDY

***“The more you know about the past, the better prepared you are for the future.”  
~ Theodore Roosevelt***



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Understanding the world-make sense of their physical world and their community. Frequent and a range of children’s experiences increases their knowledge &amp; sense of the world around them eg. parks, libraries, museums, members of society (police, nurses and firefighters) Children listen to a broad selection of stories, non-fiction, rhymes and poems to foster an understanding of our culturally, socially, technologically and ecologically diverse world. Build important knowledge &amp; extend their familiarity with words that support understanding across domains.</p>	<p>Pupils will be taught about...</p> <ul style="list-style-type: none"> <li>-changes within living memory.</li> <li>-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>-the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>-compare aspects of life in different periods [Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>-significant historical events, people and places in their own locality.</li> </ul>		<p>Pupils will be taught about...</p> <ul style="list-style-type: none"> <li>-changes in Britain from the Stone Age to the Iron Age</li> <li>-the Roman Empire and its impact on Britain</li> <li>-Britain’s settlement by Anglo-Saxons and Scots</li> <li>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-a local history study</li> <li>-a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>			
	<p>I will know about changes within living memory.</p> <p>I know about events beyond living memory that are significant nationally or globally.</p> <p>I know significant historical events, people and places in our locality.</p>	<p>I know about changes within living memory.</p> <p>I know about the lives of significant individuals in the past who have contributed to national or international achievements.</p> <p>I can use them to compare aspects of life in different periods.</p> <p>I know the events beyond living memory that are significant nationally or globally.</p>	<p>I know the changes in Britain from the Stone Age to the Iron Age.</p> <p>I know the achievements of the earliest civilizations.</p> <p>I can carry out a local history study.</p>	<p>I know about Britain’s settlements by Anglo-Saxons and Scots.</p> <p>I understand the Roman Empire and its impact on Britain</p> <p>I can recall the changes in an aspect of social history.</p>	<p>I know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I know about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Ancient Greece – I know about Greek life, their achievements and their influence on the western world.</p>	<p>I know about a non-European society that provides contrasts with British history.</p> <p>I can describe the aspect of theme beyond British History that extends my chronological knowledge beyond 1066.</p>