



Progression and Core Knowledge in History

The Big Ideas in History

- Understand Britain's past and investigate the lives of the people who lived it
- Understand significant aspects of world history and investigate the lives of the people that lived then
- Know where the people and events they study fit in within a chronological framework.
- Understand the lessons we can learn from the past
- Develop an understanding of historical concepts such as continuity, change, cause and consequence, similarity, difference and significance.
- Use a range of historical enquiry skills and techniques to think critically and weigh evidence to develop a sense of perspective and judgement.
- Inspire children to be curious about the past and want to know more.

National Curriculum Objectives for KS1

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

	FS	Y1	Y2
Changes within living memory	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children are likely to have come across photographs of their grandparents and great grandparents when they were young They may have had a collection of such photographs in EYFS or been shown them by	Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.	Know about the events of the Grenfell Tower Disaster Know why the work of Ernest J Grant is important

	parents and grandparents They may have seen some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc.		
Events beyond living memory	Know about events beyond living memory that are significant nationally through festivals or anniversaries.	Know about aspects of life during the Victorian times – • Difference between rich and poor • Schools then and now Know that children's lives today are different to those of children during the Victorian times	Know about the events of the Great Fire of London. Know how fire engines have changed and how fires were put out during the Great Fire of London. Know about the Crimean War in relation to Florence Nightingale and Mary Seacole.
Significant individuals	Understand the past through settings, characters and events encountered in books read in class and storytelling. Know why Garrett Morgan and Marcus Rashford are important.	Know why Queen Victoria was important Know why Maya Angelou and Mo Farah are important	Know the roles Thomas Bloodworth, Thomas Farriner and Samuel Pepys played in the Great Fire of London Know why Florence Nightingale, Mary Seacole and Ernest J. Grant were important. Know why Rosa Parks, Alma Thomas and Nelson Mandela were important.

Significant historical events, people and places in their own locality	Talk about the lives of people around them and their roles in society	Know about William Gregg and why he was important	Know that Thomas Bloodworth had links to Heanor. Know about Shipley Hall and Park and how its use changed over time. Know that the Aristoc building and what they made their.
Historical enquiry	Ask and answer simple questions about the past and present time using related vocabulary e.g. today, yesterday, before, after, new, old	Ask and answer simple questions using simple sources of information to understand key features of events e.g. through • Stories • Eye witness accounts • Pictures • Newspaper articles • Photographs • Artefacts • Visit to museum • Internet	Understand how we find out about the past and identify different ways in which it is represented. Choose and select evidence and say how it can be used to find out about the past.
Communication	Talk or draw about past and present events in their own lives.	Talk, draw and write about aspects of the past using common words and phrases related to the passing of time.	Present and write about real events using a wider vocabulary of everyday historical terms including words and phrases relating to the passing of time.

What's next in History?

Strand	Y3	Y4
British history (Stone age to 1066)	H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae) H3.2 know the Main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture)	H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall) H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica) H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity)
Ancient Civilisations	H3.3 know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China H3.4 know in depth about the following: Ancient Egypt.	
Ancient Greece		H4.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) H4.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games)
Historical Enquiry	H3.5 know how to learn more about a historical period through asking relevant questions	H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these
Historical Interpretation	H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability H3.7 know how to compare information found in primary and secondary sources of information (including the internet)	H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented H4.9 know how to begin evaluating the usefulness of different sources of information
Chronology	H3.8 know how Britain changed between the beginning of the stone age and the iron age H3.9 know what B.C. means and that it can also be referred to as B.C.E. H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E. H3.11 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.) H3.12 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'	H4.10 know what A.D. means and that it can also be referred to as C.E. H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline H4.14 know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline