



History Knowledge and Skills Progression

EYFS	<p>Children will talk about the lives of the people around them and their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>				
Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
1&2 cycle 1	Changes within living memory	Houses and Home	<p>To know that Cuddington has changed over time.</p> <p>To know the impact of some of these changes.</p>	<p>Interviewing people about own personal history in Cuddington</p> <p>Identify the age of the house from maps and observations of building materials</p> <p>(Cuddington)</p>	<p>Local history, home houses, clues, window, doors, architecture, old, modern, chronological, order, changes over time, outside toilet, heating, lighting, map, aerial photograph</p>
1&2 cycle 1	Famous Inventors comparison	Inventors	<p>To know about the lives and inventions of Leonardo DaVinci, Jeannette Villepreux-Power (Biologist) and Garrett Morgan (Traffic lights).</p> <p>To know why their inventions were important and still are today.</p> <p>To know about the lives and influence of modern inventors.</p>	<p>Use different source materials to find out about Famous people</p> <p>Place events on a timeline</p> <p>Make comparison between different times and different inventors</p> <p>Identify key facts</p> <p>(Science Oxford)</p>	<p>Famous, Inventor, achieve, build design, important, significant contribution, before, after, past, present, then, now, innovation, invention, biography, autobiography, celebrity, hero, timeline,</p>



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1&2 cycle 2	Events beyond living memory	Castles	To know about the Battle of Hastings and the Norman Conquest To know about famous motte and bailey castles and who lived in them To know about life in a (medieval/modern) castle To know about Windsor Castle and its inhabitants	Understand why castles were important Use different source materials to find out about castles Place events on a timeline Make comparison between different monarchs and their castles Identify key facts (Castle visit)	Castle, keep, moat, battlement, fortress, turret, drawbridge, portcullis, motte and bailey, monarch, reign, battle of Hastings, Bayeux tapestry
1&2 cycle 2	Changes within living memory	Transport	To know how railways change people's lives overtime To know that there are lots of different types of transport both now and in the past (simple comparison) To know the difference and similarities between types of transport (eg difference between a horse and a train.) To know transport has changed in living memory	Make comparison between past and present forms of transport Sort different forms of transport on a timeline (Aylesbury by Bus or Transport Museum)	Local history, bus, train, steam, clues, old, modern, chronological order, changes over time, road, travel, map, aerial photograph
1&2 cycle 2	Famous Explorers comparison	Explorers	To know that explorers came from different countries and went to different places To know that there are similarities and difference between explorers To know that there are many factors which influence where and how explorers explore.	Use different source materials to find out about Famous explorers Place events on a timeline Make comparison between different times and different explorers Identify key facts (Pit Rivers Museum)	Famous, explorer, achieve, important, significant contribution, before, after, past, present, then, now, discover, map, atlas, biography, autobiography, celebrity, hero, timeline,
1&2 cycle 1	Events beyond living memory	Great Fire of London	To know that people may have different views of the same historical event (eg Pepys, the baker, the King Charles, Christopher Wren) To know when and how the fire started and the impact of the fire on London To know that there are different sources of information which tell us about the fire	To look at the fire of London from different people's perspectives To think about why people acted differently during the fire To think about the rebuilding of London- was it better? Why?	London, Samuel Pepys, King Charles, River Thames, Diary, Pudding Lane, viewpoint, Wooden Houses, Spread, disaster, open fires, alleyways, wind direction, Tower of London, St Pauls Cathedral, rebuilding, design, plans, catastrophe,



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3 and 4 Cycle 1	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Fire and Ice	<p><i>To build on understanding of Exploration and discovery in Kst 1</i></p> <p>To know Robert Scott, Matthew Henson and Ernest Shackleton's reasons for exploring and its importance.</p> <p>Compare and Contrast Prince Harry and Matthew Henson's expeditions (equipment and support).</p> <p>To know that evidence and first-hand accounts from: Robert Falken Scott, Ernest Shackleton and Matthew Hensen help us to learn about the past.</p>	<p>To use different sources for information.</p> <p>To recognise the hardships of expeditions at different times, with different people.</p> <p>To understand and compare the equipment used by explorers at different times.</p> <p>To research and understand the motivation for exploration in different time periods.</p> <p>(Explorer visit)</p>	Geographic North Pole, South Pole, Arctic, Antarctic, Expedition, Inuit, navigation, challenge, accomplishment, Robert Falken Scott, Ernest Shackleton, Matthew Hensen
3 and 4 Cycle 1	Britain's settlement by the Anglo Saxons	Anglo Saxons	<p>To know about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>To know about Anglo-Saxon art and culture</p> <p>To know that Edward the Confessor was the last Anglo-Saxon King</p> <p>To know reasons why Anglos Saxons came to Britain</p>	<p>Use different source materials to find out about Anglo Saxon life</p> <p>Place significant events on a timeline</p> <p>Understand the limitations of some source material</p> <p>Understand why archaeology is important</p> <p>Understand the meanings behind Anglo Saxon place names</p> <p>Identify key facts and important people (Venerable Bede, early 'Kings' Ethelred, Alfred, Athelstan and Cnut.)</p> <p>(Chiltern Open Air Museum)</p>	Invasion, settlement, religion, custom, myth, legend, united English Kingdom, conquest, raid, Mercia, Wessex, push and pull (migration) Beowulf, Arthur Legends, Anglo Saxon Riddles, Sutton Hoo, archaeology,



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Subject name			Subject content Key stage 2		
Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
3 and 4 Cycle 1	A non-European society that provides contrasts with British history: Mayan civilization c. AD 900	Amazing Americas	<p>To know where and when the remains of the Mayan ruins were discovered.</p> <p>To know how the Mayan civilisation developed over time.</p> <p>To know out about the city states of the Maya and how society was organised.</p>	<p>Use maps and sources to discover where the ancient Mayan civilization was located and how we know it existed.</p> <p>Understand and the identify areas of civilisation which changed- how people loved, foods, beliefs etc.</p>	Civilization, Mesoamerica, Artefact, Conquistador
3 and 4 Cycle 2	Changes in Britain from the Stone age to the Iron age	Stone age to Iron age	<p>To know about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>To know about Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>To know about Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Use different source materials to find out about Stone Age life</p> <p>Place events on a timeline</p> <p>Understand the limitations of some source material</p> <p>Understand why archaeology is important</p> <p>Identify key facts (Discover Bucks Museum)</p>	Farmers, agriculture, nomad, hunter gatherer, community, settlement, immigration, crops, archaeology, archaeologist, bronze, copper, tin, metalwork, weapons, buried hoards,
3 and 4 Cycle 2	Achievements of the earliest civilizations	Ancient Egypt <i>Civilisation and Religion</i>	<p>To know who built the Great Pyramid at Giza and why this was significant.</p> <p>To know the importance of the Nile in Ancient Egypt.</p> <p>To know the importance and impact of religion in Ancient Egypt (Gods, animal representations, ceremony).</p>	<p>Select and combine information from different sources (art, writing, objects, buildings).</p> <p>Understand the importance of class structure and its impact on daily life.</p> <p>Compare ancient Egyptian religion with Christianity (Gods, tombs, celebrations, temples, rites of passage-death).</p> <p>To understand the significant events and the importance of them.</p> <p>Place evets on a timeline</p> <p>(Ashmolean)</p>	Afterlife, Mummification Embalming. Sarcophagus God-King, Obelisk Scarab, Papyrus, Trade Hieroglyphs, Inundation Irrigation, Delta, Shaduf Archimedes' Screw, Herodotus, Pyramid, Myth, Ra, Osiris, Isis, Horus Ramesses II
5 and 6 Cycle 1	Greek life and achievements and their influence on	Ancient Greece	To know about different aspects of Ancient Greek life.	<p>Place important events in Greek history on a timeline</p> <p>Research secondary sources of information</p> <p>Identify similarities and differences between city states</p>	City states, Athens, Sparta, democracy, civilisation, culture, laws, justice, God, Goddess,



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	the western world		<p>To know how modern-day life has been influenced by the ancient Greeks.</p> <p>To compare and contrast the two city-states of Athens and Sparta.</p>	<p>Identify bias, viewpoint etc in sources being used</p> <p>Understand the importance and significance of archaeological digs</p> <p>Understand the importance of Greek myth in understanding Ancient Greek life</p> <p>Use different source information to find out about Athens and Sparta.</p> <p>Research how Ancient Greek influences aspects of our language (medicine, science, Greek alphabet), architecture, democracy, Sport (Olympic games)</p> <p>Summarise what they have learnt about Ancient Greece and its impact on modern life.</p> <p>(The British Museum)</p>	<p>archaeology, myth, legend, Heracles, Pandora, Olympus, alexander the Great, modern, ancient, citizen, slave,</p>
5 and 6 Cycle 1	An aspect of history that is significant in the locality.	Local Historical study School	<p>To know how the schools in Dinton and Cuddington evolved over time.</p> <p>To know about the impact of the World Wars on population (ex-pupils of the school on the war memorials)</p> <p>To use first hand sources to gather evidence about school life (plans, log books etc)</p>	<p>Use local artefacts and resources to research and understand local history.</p> <p>Order events on a timeline and understand their impact on social history.</p>	
5 and 6 Cycle 2	The Roman empire and its impact on Britain	Ancient Romans	<p>To know why the Romans came to Britain and what were their successes</p> <p>To know about British resistance, for example, Boudica</p> <p>To know what the impact of Roman rule was on Britain (culture, language, buildings, roads)</p>	<p>Examine where, when and how Romans invaded. Look at maps of Roman empire and explore why they wanted to invade.</p> <p>Examine Roman artifacts, settlements to understand Roman culture in Britain</p> <p>Understand about rebellion to Roman rule (Boudicca). Why did this happen?</p> <p>Find out about tribal Britain before roman invasion</p> <p>Use secondary sources and understand their limitations.</p> <p>Compare celts and romans (use knowledge from yr 3 &4 topic)</p> <p>Find out about the Roman legacy in Britain.</p>	<p>Calendar, worship, chronological order, timeline, conquer/ conquest, law, myths, trade, economy, , sacrifice, amulet, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, empire dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths,</p>



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				(Verulamium Museum, St Albans)	citizen, assassination, Latin, etymology, slave
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5 and 6 Cycle 2	A theme in British history that extends pupils' chronological knowledge beyond 1066	Crime and Punishment	<p>To use historical knowledge (sticky knowledge) to inform learning</p> <p>To understand the chronology of specific historical time periods</p> <p>To know how to use and understand primary and secondary sources (bias, viewpoint),</p> <p>To know that the classification of what is a crime and how it is punished has changed over time</p>	<p>Use primary and secondary sources and recognise bias and viewpoint in British History</p> <p>Roman- to understand how social structure influenced the way groups of society were penalised</p> <p>Anglo Saxons- to understand that Anglo Saxons brought order and law to Britain,</p> <p>Medieval and Tudor- examine pictures of instruments of punishments and post questions about use etc.</p> <p>Identify local Dinton stocks and understand their use.</p> <p>To compare periods in history.</p> <p>Stuarts and Georgians- understand how religion impacted on the view of crime. Discuss whether punishment was effective</p> <p>Victorians- review the Victorian penal system and understand it's relationship to poverty.</p> <p>Examine how the penal system was change by pressure by individuals and groups.</p>	<p>Slavery, empire, crime punishment, imprisonment, Plebians, deportation, Freeman, Patricians, penalised, crime prevention, Norman, Plantagenets, Medieval torture, witches, Civil War, religious debate, highwaymen, penal system, judge</p>
5 and 6 Cycle 2	A non-European society that provides contrasts with British history	Benin 900 AD – 1300 AD	<p>To know our knowledge of the past is constructed from a range of sources.</p> <p>To know the significance of the Benin Bronzes.</p> <p>To know how to address historically valid questions about similarity and difference.</p> <p>To know about key events in Benin's history.</p>	<p>To locate Benin on a modern-day map of Africa</p> <p>To understand their own view of Africa</p> <p>Use artifacts/ sources to explore Africa/Benin culture</p> <p>To examine how Benin declined as a country/ civilisation</p> <p>To devise questions to identify what caused the decline of Benin</p> <p>To compare Benin and Britain at the same time periods (Battle of Hastings and the coming of Eweka)</p>	<p>Eweka, Dynasty, Benin Bronzes, West Africa, Colonisation, artefacts, ancestor, warrior, representations, Oba, invasion, debate, ownership, voyage, trade, discovery, encounter, source, validity, accounts, transatlantic, Mapa Mundi, Conquest, oral history, point of view, opinion,</p>