

HISTORY KNOWLEDGE PROGRESSION MAP

ELG: Past and Present Children at the expected level of development 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.

	Key knowledge for the end of each term/year: see back of this sheet and separate sheet for suggestions of vocabulary to be covered.	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
A progression of the key Historical knowledge, skills and understanding, as set out in the Purpose of Study and Aims of the National Curriculum (2014) A suggestion by Chris Trevor christrevor@histgeog.org.uk		A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.	To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.	To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms
Emerging knowledge, skills and concepts		I am beginning to develop chronological understanding I know the difference between long ago and now. I can compare modern and old objects put 2 objects or events in order I know my life is different from the lives of people in the past. I begin to show understanding of time.	I have begun to understand how things change over time. I am beginning to understand the passage of time. I can recall some simple facts I can put 2 events or objects in order. I can give one cause of an event	I can look at or touch objects from the past and comment on its appearance. I can tell the past is different from today. I can look at the differences between "long ago" and "now". I may be able to give you my own view on why something happened in the past or how I know.	I show an interest in the past. I begin to ask questions about artefacts, suggesting what they might be used for. I begin to make accurate comparisons between modern and old objects I can find answers to simple questions from a writing or a picture	I show awareness of the past. I show interest in the past. I am beginning to use the correct words such as "yesterday, past etc." I can tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing
Expected by the end of KS1 Year 2		I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/ events in order	I can identify similarities and differences between different times. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did. I am able to reflect on the significance of what I have learnt about the past.	I have developed an awareness of the past and can comment on what or how I found things out. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described. I understand the importance of basing my ideas on evidence I am developing the skills of presenting an idea and raising questions about the past.	I can analyse artefacts I ask questions. I think how I might find out answers I am developing skills to study history by hypothesising, questioning and investigating I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	I use common words & phrases relating to passing of time I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms. I can recount stories accurately and explain why some people and events were important.

See definition at head of the KS1 columns.	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Expected by the end of lower KS2 Year 4	<p>I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history.</p> <p>I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>I can put artefacts or information in chronological order.</p>	<p>I can give a few reasons for and the results of the main events and changes of a time studied.</p> <p>I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p> <p>I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>I can describe how the past can be represented or interpreted in a few different ways.</p>	<p>I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>I can present recalled or selected information in a variety of ways using specialist terms.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I am beginning to use place value in the context of timelines</p>
Expected by the end of KS2 Year 6	<p>I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>I show a chronically secure knowledge and understanding of local, national and global history.</p> <p>I can tell the story of events within and across the time periods I have studied.</p> <p>I can identify specific changes within and across different periods over a long arc of development.</p> <p>I can describe connections, contrasts and trends over short and longer time periods.</p>	<p>To understand historical concepts cause & consequence, continuity, change, similarity, difference etc.</p> <p>I understand change and continuity.</p> <p>I devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>I can discuss trends over time</p> <p>I can see the relationship between different periods and the legacy or impacts for me and my identity.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>I can explain that the past can be represented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>I evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>I consider different viewpoints or think about bias or anachronism.</p>	<p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</p> <p>I can answer and devise my own historically valid questions.</p> <p>I can evaluate a range of historical sources</p> <p>I make perceptive deductions about the reliability of sources</p> <p>I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>	<p>I can create my own structured accounts, including written narratives and analyses.</p> <p>I construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>I can use key historical terms accurately e.g. century, decade.</p> <p>I make pertinent and valid comparisons between periods.</p> <p>I confidently use/apply mathe-matical skills when placing events in chronological order, using place value, negative nos. etc.</p>

Key Knowledge for each topic including suggested vocab.

KS1 Cycle A		
Topic	Key Knowledge	Suggested Vocabulary
Toys past and present Enquiry question: How have toys changed since the 1940s?	To develop an understanding of chronology by comparing and ordering toys from the past To compare toys the children play with to the toys their teachers played with To explore toys and games that their parents and grandparents played with To explore how toys have changed since the 1940s through the decades To explore how national life has influenced the way toys have changed To explore and handle old toys.	Chronology, timeline, similarities, differences, society, youngest, oldest, national life, change, decade, traditional, new, old, modern, generation, traditional, old fashioned
Macclesfield, now and then (local study) Enquiry question: How has Macclesfield changed over time?	To explore the history Macclesfield's silk industry. Significant figure – To understand the life of the Brocklehurst family and how they have contributed to the lives of the people of Macclesfield. To understand that silk originated in China and not Macclesfield. To develop an understanding of chronology by finding out about the lives of the people who worked in the mills, compare the life of a child mill worker with their own life today. Visit Paradise mill to learn about how the mills operated and to learn more about the people who worked there.	Silk industry, Charles Roe, chronology, timeline, mills, change, period, began, historical, local
The History of Transport How has the development of transport changed our lives?	To develop an understanding of significant individuals in the past who have contributed to national and international achievements. Significant figures - Look at the development of trains and the life of George Stephenson and Richard Trevithick. Find out how the introduction of trains has changed people's lives. To develop a chronological understanding by looking at the history of the aeroplane industry and the first flights. Compare the achievements of the Wright brothers with a modern day Richard Branson To explore how flights changed national life	Chronology, timeline, change, period, decade, George Stephenson, Richard Trevithick, , impact, local, industry, national life, international, achievement, old, modern, discovery, invention, impact, generation, cause, effect, different

KS1 Cycle B		
Topic	Key Knowledge	Suggested Vocabulary
<p>Fire fire!</p> <p>Enquiry question: What was the impact of the Great Fire of London?</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>To locate London on the map of the UK</p> <p>To explore different sources and what an eye-witness is (Samuel Pepys)</p> <p>To place the main events of the fire in chronological order</p> <p>To explore and explain why the fire started, why it spread so fast and lasted so long</p> <p>Explore and explain the impact of the fire – what happened and how cities changed as a result in terms of safety</p>	<p>London, eye-witness, thatched, timber, flammable, compact, accidental, fire brigade, architect, chronological, the Plague, population, house insurance</p>
<p>History of shops</p> <p>Enquiry question: How has shopping changed over time?</p>	<p>Changes within living memory</p> <p>Significant historical places in their own locality</p> <p>Explore how Macclesfield high street has changed since the 1950s</p> <p>Create a timeline of how shopping has changed since the 1940s- explore the change from local shops to the creation of large supermarkets and the move from frequent visits to the shops to a large weekly shop. Look at the development of technology and how this has changed shopping – many people do their shopping on line now and don't even visit the shops. What can we buy online? How is it delivered?</p>	<p>Change , local, high street, supermarket, technology, internet,</p>
<p>Where in the world does Floella live?</p> <p>Enquiry question: How does Pointe-a-Pierre in Trinidad compare with Macclesfield?</p>	<p>Find out about Floella's childhood – how is it different to life today? Look at her homelife and life at school in Point-a-Pierre. Discuss how strict her school teachers were- compare it to our school today.</p> <p>Discuss why her Father and later the whole family came to England – how did life change for Floella? Look at her introduction to school life and the problems that she had as a child of the Windrush generation.</p>	<p>Trinidad, Point-a-Pierre, Windrush generation, immigration, work, jobs,</p>

Year 3 /4 Cycle A		
Topic	Key Knowledge	Suggested Vocabulary
<p>The Romans</p> <p>Enquiry question: How did the Romans influence Britain today?</p>	<p>To understand when the Roman Empire and Roman Britain occurred.</p> <p>To know why the Romans invaded Britain.</p> <p>To understand the success of the Roman army.</p> <p>To make comparisons between Celts and Romans.</p> <p>Significant figure – Boudicca. To understand who Boudicca was and the British resistance.</p> <p>To explain the importance of Hadrian's wall.</p> <p>Significant figure – Julius Caesar. To explain the life, successes and failures of Julius Caesar.</p> <p>To understand what the Romans brought to Britain (technology, culture, beliefs, religion)</p> <p>Local study – To understand what the Romans brought to Chester.</p>	<p>Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, slave, toga</p>
<p>England VS Italy</p> <p>Enquiry question: How is the Bay of Naples different/similar to the North West of England?</p> <p>(Geography/History topic)</p>	<p>To use artefacts and archaeological remains of Pompeii to discover what life was like in a Roman town.</p> <p>Consider whether it would have been the same if the town was in one of the Roman colonies such as Britain.</p> <p>To explain the effects of the AD 79 Mt Vesuvius eruption.</p>	<p>Colonnade, odeon, temple of Apollo, mosaic, Thermopolium, ruins, Pliny the Elder, Pliny the younger, Herculaneum, archaeologists, excavations</p>
<p>The Ancient Greeks</p> <p>Enquiry question: How did the Ancient Greeks influence the world?</p>	<p>To place Ancient Greece on a world timeline and to say what was happening in the rest of the world at the time</p> <p>To explain who the Ancient Greeks were and to locate Greece</p> <p>To compare Athens and Sparta</p> <p>To use artefacts and archaeological sites to explore what life was like in Ancient Greece</p> <p>To explore Ancient Greek myths and legends</p> <p>To understand the achievements of Alexander the Great</p> <p>To explore how democracy began in Ancient Greece</p> <p>To understand the history of the Olympics</p>	<p>Achievements, legacy, civilisation, Mount Olympus, Apollo, Athens, longevity, Sparta, artefact, Zeus, Hercules, Hera, myth, legend, Alexander the Great, city states, empire, culture, democracy</p>

	To investigate the Ancient Greek's influence on the western world	
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Year 3 /4 Cycle B		
Topic	Key Knowledge	Suggested Vocabulary
Stone Age to Iron Age Enquiry question: What were the achievements of the Stone Age and the Iron Age?	To understand Stone Age- Iron Age on Britain's timeline To understand what Britain was like after the last Ice Age and how few people lived in Britain at the time To know how nomadic people fed and clothed themselves To understand what changed around 4000BC and the impact this had on settlement To explain the change from hunter-gathers to farmers Use recent archaeological evidence to explain what life was like in the Stone Age To understand the chronology of the Stone Age and changes throughout the period To know how bronze tools and weapons were made To know where iron comes from and how iron tools and weapons were made To understand the changes brought about from bronze and iron Local study – Lindow Man. To know what bog bodies tell us about life at the time	Ice Age, Nomadic, Stone Age, Skara Brae, flint, prehistory, Creswell Crags, immigrants, settlement, hunter-gatherers, archaeologists, Palaeolithic, Mesolithic, Neolithic, Cheddar Man, chronology, Stonehenge, bronze, copper, tin, iron, buried hoards, bog bodies, Lindow Man
Ancient Civilisations Enquiry question: What did the first ancient civilizations have in common?	To understand the chronology of world history and what else was happening in the world at the time of the Ancient Egyptians To know what the Ancient Civilisations needed to have to function as a city To know the greatest achievement of the Ancient Civilisations To explore the Great Pyramid of Giza Significant figure – Hatshepsut. To investigate water travel and trade in Ancient Egypt To compare different pharaohs including Tutankhamun Significant figure - Ramesses II. To explore why we remember Ramesses II (territorial conquest) To explain how the civilisation of Egypt ended Local study - Miss Marianne Brocklehurst. To understand mummification.	Chronological, Ancient Egypt, Sumer, Indus Valley and Ancient China, civilisation, achievement, trade, irrigation, pyramid, mummies, wax, wane, Giza, Herodotus, Hatshepsut, frankincense, papyrus, Akhenaten, religion, Tutankhamun, pharaohs, Ramesses II, conquest, decline

Year 5/ 6 Cycle A		
Topic	Key Knowledge	Suggested Vocabulary
WW2 (local study)	To know the allies and axis of WW2 To understand the major events of WW2	Timeline, conflict, Battle of Hastings, The Hundred Years

Enquiry question: What was the effect of WW2 on Macclesfield and surrounding areas?	To explore the experiences of evacuees in Britain and Macclesfield To understand the impact of the Manchester blitz To explain how Macclesfield/Manchester changed after WW2 To know the impact of the Holocaust on Europe	War, War of the Roses, English Civil War, The American Revolutionary War, The Napoleonic Wars, WW1, WW2, The Iraq War, allies, central powers, front line, trenches, western front, home front, no man's land, armistice day, invasion, Adolf Hitler, Treaty of Versailles, axis, Dunkirk, Battle of Britain, Blitz, evacuee, VE day
Space (mainly science topic)	To understand the significance of the Apollo 11 moon landing and the impact on the world Local Study – Sir Bernard Lovell. To explore the achievements of Sir Bernard Lovell and the telescope at Jodrell Bank.	
The Maya Enquiry question: In what ways was the Mayan civilisation more or less advanced than Britain at the same time?	To place the Maya on a world timeline and explain what else was happening in the world including Britain To know where the Maya lived and the difficulties of sustaining a civilisation in the rainforest To explain the differences between the Maya writing system and ours today To explain what the Maya hieroglyphs tell us about their culture and society To understand the Maya calendar To know about Maya trade goods To learn about the Maya ball game (pok-ta-pok) To use artefacts and archeological evidence to explain how we know about the Maya To use historical sources to help understand the mystery around the ancient Maya's demise	Bajos, cenotes, chultuns, Mesoamerican, civilisation, glyphs, stelae, hieroglyphs, calendar, trade, cacao beans, pok-ta-pok

Year 5/ 6 Cycle B		
Topic	Key Knowledge	Suggested Vocabulary
Anglo Saxons, Vikings and Scots settlement	To know where the Angles, Saxons, Jutes, Frisians came from, where else they went and where they settled To understand where the Anglo-Saxons and Vikings fit on a British timeline To know what else was happening in the world at the time of the Anglo-Saxons and Vikings	Invaders, settlers, settlement, migration, invasion, conquest, raiding, Alfred, Bede, push, pull, Danelaw, chronology, the Danes, Scandinavia, sources,

<p>in Britain</p> <p>Enquiry question: What was the effects of Anglo-Saxon, Viking and Scots settlement in Britain?</p>	<p>To understand why the Anglo-Saxons and Vikings came to Britain (Roman withdrawal) To investigate and produce maps of different kingdoms – Mercia, Wessex, Northumbria and Danelaw. Discuss chronology and place on timelines.</p> <p>To explore what kind of people the Anglo-Saxons, Vikings and Scots were covering different groups such as nobles, warriors, men and women To explore the Viking invasion of Britain To understand the relationship between the Vikings and Saxons To explain the successes and failures of Viking and Saxon rulers Local study - to explain what life was like in Cheshire during Anglo-Saxon and Viking times</p>	<p>artefacts, myths and legends, The Anglo-Saxon Chronicle, Sutton Hoo, Staffordshire Hoard, Beowulf, King Arthur, Lindisfarne, Asgrad, Valhalla, long ship, King Arthur, King Cnut</p>
<p>Crime and Punishment</p> <p>Enquiry Question: How has crime and punishment changed over time in Britain?</p>	<p>To understand how the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order To know how some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation To understand that society's attitude to crime has changed over time and has become less harsh To understand that some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times To explain how changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century. To understand that new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it</p>	<p>Smuggling, stocks, transportation, treason, trial by combat, arson, burglary, capital punishment, corporal punishment, execute, famine, ritual, felony, homicide, manslaughter, medieval, outlaw</p>