

LMA: Key Knowledge Progression Document: History

At key stage 1, the key knowledge progression document takes full account of the national curriculum and groups it in the following strands:

- Within living memory
- Beyond living memory
- Lives of significant people
- Local history
- Historical enquiry
- Interpretation

At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:

- Chronology, from the stone age to 1066
- One study beyond 1066
- Ancient civilizations
- Civilizations around 900AD
- Ancient Greece
- **Historical enquiry**
- **Interpretation**
- **Local study**

The strands 'Historical enquiry' and 'Interpretation' have been included to reflect the purpose of study and aims of the History NC for Key Stage 1 and 2

Rationale - decisions made include the following:

- History is taught in chronological order through KS2, comparing and contrasting British history with global history: for example 'What was happening in Britain when the Egyptians were building the pyramids?'
- Y3: Main differences between Stone age, Bronze age and Iron Age
- Y3: A study of the first civilisations Ancient Egypt
- Y4: Ancient Greece
- Y4: British history chronology continues with the impact of the Roman Empire on Britain and strong links with the geography statements (i.e. European country study – teaching of volcanoes and earthquakes can also be linked to the study of Pompeii)
- Y5: British chronology continues with the impact of the Anglo Saxons and Scots and the Viking invasions
- Y5: Ancient civilization of The Islamic Empire
- Y6: British chronology continues with beyond 1066 with a study of the WW2
- Y6: A study of local History

✓ **Skills** are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

✓ These **substantive & disciplinary knowledge statements** should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a **knowledge organiser** which contains the relevant words used for history for their age group. This should be shared with parents.

National Curriculum Subject Content									
KS1 Strands				KS2 Strands					
Within Living Memory	Beyond Living Memory	Lives of significant People	Local History	Chronology: Stone Age to Iron to 1066	Beyond 1066	Achievements of Ancients	A non-European civilisation from 1000 years ago	Ancient Greece	Local Study
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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. Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlements by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of	An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: -Ancient Egypt Ancient Sumer Indus Valley	A non-European society that provides contrasts with British history choose one of: Mayan civilisation c. AD 900 Islamic Civilizations including a study of Baghdad c. AD 900	Greek life and achievements and their influence on the Western world	A local study linked to one of the periods of time studied under chronology A local study that could extend beyond 1066

				England to the time of Edward the Confessor		Shang Dynasty of ancient China	Benin (West Africa) c. AD 900-1300		
Y2	Substantive Knowledge Strand	Y3 Stone age to Iron age	Y4 Romans	Y5 Anglo Saxons and Scots	Y6	Y7			
H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)	British history (Stone age to 1066) Stone age to iron age Romans Anglo Saxons and Scots The Vikings	Know that the Stone age started around 15000 BCE Know that British pre- history is the time before written records Know that the Stone Age was followed by the Bronze Age and the Iron Age Know that archaeologists have found artefacts that give us clues to the past Know that the Beaker People lived in clans lead by powerful chiefs Know that the creation of bronze lead to advancements in technology and tool making Draw conclusions about why people lived in hillforts and conflict in the Iron Age Know that the end of the Iron Age was in 43CE when the Romans invaded	Know how Britain changed from the Iron Age to the end of the Roman occupation Know that the Romans invaded Britain in 43CE Know how the Roman empire fits into world history. Know how the Roman occupation of Britain helped to advance British society Know that Romans built cities containing buildings of stone, brick and tile Know that they built roads to move efficiently from one place to another Know that Romans had a centralised government Know how there was resistance to the Roman occupation and know about Boudica Know about the Roman Emperor Claudius and Augustus Caesar.	Know how the Anglo-Saxons attempted to bring about law and order into the country The Scott's came from Ireland and split the north into four parts. Know the way the kingdoms were divided led to the creation of some of our county boundaries today Know that Saxon houses were huts made of wood with thatched roofs Use a timeline to show when the Anglo-Saxons were in England Know that Anglo Saxon town names ended in 'burh' which has now become 'borough' <u>The Vikings</u> Know where the Vikings originated from and show this on a map Know that from 865 CE large Viking armies arrived on British soils with the intention of conquering land and constructing settlements Know that where the Vikings settled was called the Danelaw (NW, NE and E of England), people were subject to Danish Law and that the rest of England was ruled by the Saxon king, King Alfred Know that some Anglo Saxons resisted the Viking takeover Know some features of Viking life Know that the Battle of Stamford Bridge in 1066 lead to the demise of the Vikings in Britain		H7.1 a pre1066 study (depending on school and setting) to know the sequence and impact of the Norman Conquest			

	Beyond 1066 WW2 and the blitz				<u>WW2 and the blitz</u> Know that WW2 started when Germany invaded Poland in 1939 Know the countries that were involved in WW2 Know that WW2 ended in 1945 Know that a Blitz is an intensive or sudden attack Know how women stepped into traditionally male roles to support the war effort Know that children were evacuated from cities to keep them safe Know how Langley Mill was affected during the blitz attack in 1941 and contributed to the war effort.	H7.2 to know and describe the power of medieval monarchs and the challenges to that power H7.3 to know the ideas and influences of the medieval church H7.4 to explore The Crusades to know and describe the experiences of everyday medieval life (farming, feudal system, black death)
	Ancient Civilisations Ancient Egypt Ancient Greece Islamic Empire	<u>Ancient Egypt</u> Know that the Ancient Egyptians left behind primary sources for us to study (hieroglyphics, Rosetta stone, pyramids etc) Know about the Egyptian gods Osiris and Isis and how important they were Know what the pyramids were built for Know about the practice of mummification and preparing bodies for the afterlife Know that the Egyptian civilisation grew around the Nile due to the land being fertile and its value as a means of transport	<u>Ancient Greece</u> Know some of the main characteristics of the Athenians and the Spartans Know that the Ancient Greek civilisation existed from about 1200BCE to 323BCE Know that Athens was a democracy and Sparta was a military state Know that democracy means that people have a say in how they are governed Know about the Greek gods and how important they were to them Know that the Olympic games originated from Ancient Greece	<u>Islamic Empire</u> Know that it was centred around Baghdad Know that Baghdad was the largest City in the world at that time (900CE) Know that Baghdad was at the centre of the world's great trade routes (Silk Road) Know that this period is referred to as the Golden Age of Islam Know that the House of Wisdom was the Grand Library of Baghdad and played a large part in the academic and intellectual life of the City Know that the people of Baghdad were literate and scholars, whereas Europe was living the Dark Ages and Saxons were using Runes to record information		H7.8 know the impact that the Aztecs had on the structure of leadership and monarchy H7.9 know the impact of a ruling class on Inca society H7.5 know the impact of the Tudors Britain's religion and place in the world H7.6 to know and describe the impact of the Stuarts on

		Appreciate how different life was in Britain when these civilizations were at their strongest	Know that the battle of Marathon was an important victory for Athens Know three things that the Ancient Greeks invented.			the power of the monarchy H7.7 to identify the challenges and changes in technology with a focus on the Industrial revolution
H2.4 know about a significant historical event, person and / or place in their own locality	Local Study				Know what the industrial revolution was. Know why Mills were built along the Derwent Valley Know who Sir Richard Arkwright was and why he is an important figure. Know that the Derwent Valley is a world heritage site and why this is important.	H7.11 a local study (based on local history, locality and availability of workshops)

Y2	Disciplinary Knowledge Strand	Y3	Y4	Y5	Y6	Y7
H2.5 know how to ask a range of questions about artefacts and sources from the past	Historical Enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Have knowledge and understanding of the everyday lives of people in the times studied and compare these with their own lives. Understand why people may have wanted/had to do something. Describe and explain simple reasons for (cause) and results (effect) of people's actions and changes over time.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past independently. Ask questions and find answers about the past. Use evidence to build up a picture of a past event or life in a period studied. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions. Understand that the past has been represented and interpreted in different ways. Begin to select and combine information from different sources.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Begin to identify primary and secondary sources. Identify different viewpoints and begin to suggest why they have occurred. Select relevant sections or parts of information. Use evidence to find the answers to enquiry-based questions with structured support, suggesting hypotheses and beginning to draw conclusions. Begin to evaluate sources of information and identify those that are useful for the task	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Consider the impact of bias. Recognise both primary and secondary sources and use a range of sources to find out about an aspect of time past. Bring knowledge gathering from several sources together in a fluent account. Use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions. Identify and evaluate sources of information and identify those that are useful for the task, which they use to support and reach conclusions Have an awareness of different viewpoints, begin to understand biased sources and why contrasting arguments and interpretations of the past have been constructed.	H7.12 know how to pursue historically valid enquiries, including some that have been independently framed

<i>H2.6 know how to compare two different versions of the same account</i> <i>H2.7 know what sources are.</i> <i>H2.8 know how to use primary and secondary sources to find information</i>	Historical Interpretation	Explore the idea that there are different accounts of history. Use different historical sources to make own interpretations about the past. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources e.g. compare different versions of the same story/event.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Use evidence to build up a picture of a past event or life in a period studied. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions. Understand that the past has been represented and interpreted in different ways. Begin to select and combine information from different sources.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. Compare accounts of different events from different sources. Offer some reasons for different versions of events.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions.	• <i>H7.13 know how to differentiate between interpretations of primary and secondary resources</i> • <i>H7.14 know how make connections between source interpretations</i>
<i>H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)</i> <i>H2.10 know their full date of birth</i> <i>H2.11 know what a timeline is and how it shows the passing</i>	Chronology	know how Britain changed between the beginning of the stone age and the iron age know what B.C. means and that it can also be referred to as B.C.E. know how to plot events on a timeline accurately using B.C. / B.C.E. know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.) know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'	know what A.D. means and that it can also be referred to as C.E. know how to plot events on a timeline accurately using A.D. / C.E. and B.C. / B.C.E know how Britain changed from the Iron Age to the end of the Roman occupation know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline know and chart some of the key periods within ancient civilisations	know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066 know and represent the changing state of Britain throughout the years leading up to 1066 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline H4.16 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans H4.17 know the duration of different civilisations and represent this on a timeline	know how to timeline the changes in British history beyond 1066 know and represent the changing state of Britain beyond 1066 know how to produce a timeline of the history within the local area over a period of 100 years	<i>H7.15 know how to create timelines of historical events covering a period of 1000 years</i>

			and note the differences between them			
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