

History: Key Stage 1				
Within living memory		Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>		<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>
		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> </ul>
Year 2				

<b>History: Key Stage 2</b>		
<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<ul style="list-style-type: none"> <li>To include:</li> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<b>Year 3</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> </ul>		
<b>Year 4</b> <ul style="list-style-type: none"> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor</li> </ul>		

History: Key Stage 2		
ANCIENT ANCIENTS (approx. 3000 years ago)	ANCIENT GREECE	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> <li>• Cover each of and then choose one to look at in depth:</li> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• Greek life and influence on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know about the link between the Ancient Greeks and the modern Olympics</li> <li>• Know at least five sports from the Ancient Greek Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</li> <li>• Research what it was like for children in a given period of history and present findings to an audience</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</li> <li>• Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>• Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• Research to find answers to specific historical questions about their locality</li> <li>• Know how their locality has been shaped by what happened in the past</li> <li>• Know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>• Know about the impact that one period of history had on the world</li> </ul>

<b>History: Key Stage 2</b>		
<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<ul style="list-style-type: none"> <li>To include:</li> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<b>Year 5</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a time line to show when the Anglo-Saxons were in England</li> </ul>		<ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>
<b>Year 6</b> <ul style="list-style-type: none"> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>know how Britain has had a major influence on the world</li> </ul>	

<h2>History: Key Stage 2</h2>	
<b>CIVILIZATIONS from 1000 years ago</b>	<b>HISTORICAL ENQUIRY SKILLS</b>
<ul style="list-style-type: none"> <li>• Choose one of:</li> <li>• Mayans</li> <li>• Islamic Civilizations</li> <li>• Benin Civilization</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i></li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened</li> <li>• Know how an event or events from the past has shaped our life today</li> <li>• Draw an accurate timeline with different historical periods showing key historical events or lives of significant people</li> <li>• Know how crime and punishment has changed over a period of time</li> <li>• Know how Britain has had a major influence on the world.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>
	<ul style="list-style-type: none"> <li>• Research in order to find similarities and differences between two or more periods of history.</li> <li>• Know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• Know about the main events from a period of history, explaining the order of events and what happened.</li> <li>• Know that many of the early civilizations gave much to the world</li> </ul>

History Progression Map 2022-2023