



History - Progression in Knowledge and Skills



History in the Early Years Foundation Stage

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

Three and Four Year Olds	Knowledge and Understanding of the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	
Reception	Knowledge and Understanding of the World	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	
Early Learning Goal	Knowledge and Understanding of the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of 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.

History in Years 1-6

	Topic	Knowledge	Skills
Yr 1/2 Cycle A	Movers and Shakers Significant Explorers and Activists	<ul style="list-style-type: none"> Christopher Columbus was an explorer discovered the Americas Neil Armstrong was an explorer walked on the moon Emmiline Pankhurst was an activist who wanted votes for women Rosa Parkes was an activist who refused to give up her seat on the bus to a white person. 	<ul style="list-style-type: none"> Make deductions about the lives of people from their photographs Sequence the lives of Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks on a timeline
	Magnificent Monarchs Henry VIII, Elizabeth I, Elizabeth II	<ul style="list-style-type: none"> That different monarchs had different powers during their reign. That Henry VIII, Queen Victoria and Queen Elizabeth II had significant impact on British History: <ul style="list-style-type: none"> Henry VIII established the Church of England Queen Elizabeth I supported world exploration Queen Elizabeth II supported the 'Change in Succession' Act 	<ul style="list-style-type: none"> Create a timeline showing significant British monarchs Make historical conclusions about artefacts (royal portraits) Give their opinions about the most significant British monarch and justify their conclusions



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Yr 1/2 Cycle B	The 1950s Life and childhood in 1950s	<ul style="list-style-type: none"> In the 1950s most people listened to the radio for entertainment Children played games in the street as there were not many cars There were few supermarkets in the 1950s so people went to lots of smaller shops. 	<ul style="list-style-type: none"> Order events on a timeline Describe an aspect of life from the 1950s Make interpretations from historical photographs about life in the 1950s
	Fire! Fire! The Great Fire of London and Stony Stratford	<ul style="list-style-type: none"> The Great Fire of London happened in 1666 and destroyed lots of buildings that were made of wood Samuel Pepys wrote a diary and is a good source of information about the fire as he was an eye-witness When London was rebuilt lots of buildings were made of stone so another fire wouldn't be so devastating. St Mary's Church, was destroyed by a fire in the town in 1742. 	<ul style="list-style-type: none"> Order key events in the Great Fire of London Explain what led to the spreading of the Great Fire Deduce information from a historical source; Samuel Pepys' diary
Yr 3	Through the Ages Stone, Bronze and Iron Ages	<ul style="list-style-type: none"> In the Stone Age people lived in shelters and caves. Skara Brae is a group of Stone Age shelters in Scotland. In the Bronze Age, bronze tools made farming easier. People lived in roundhouses with walls and fences to protect their homes. In the Iron Age, people lived in hillforts. These were several homes built together on the top of a hill. 	<ul style="list-style-type: none"> Locate Stone Bronze and Iron Age on a timeline of British History. Make inferences and conclusions from primary sources of evidence (Skara Brae) Make comparisons about everyday life in the Stone, Bronze and Iron Ages.
	Emperors and Empires Roman Empire	<ul style="list-style-type: none"> That the Romans invaded Britain in AD43 to expand the Roman Empire. The Romans left in AD410 to defend Rome from Germanic tribes. The Romans left Britain a legacy of invention and ingenuity (roads, towns, forts, bridges and aqueducts). 	<ul style="list-style-type: none"> Sequence dates and information from the Roman period on a timeline. Make deductions and draw conclusions about the reliability of a historical source or artefact.
Yr 4	Invasion Anglo Saxons and Vikings	<ul style="list-style-type: none"> After the Romans left Britannia in AD 410, the Picts and Scots from Scotland and Anglo Saxons from Europe invaded to capture lands and goods that the Romans had left. The Vikings first invaded in AD789 They invaded the monastery at Lindisfarne, killed the monks and stole precious objects. 	<ul style="list-style-type: none"> Locate Anglo-Saxons and Vikings on timeline of British History. To interpret and make conclusions about everyday life in Anglo-Saxon times from a range of primary and secondary sources. Identify bias in Anglo-Saxon primary sources about the Viking raids.



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		<ul style="list-style-type: none"> Athelstan was a successful Anglo-Saxon warrior who defeated the Vikings and became the first King of all England. 	
	Ancient Egypt Ancient Egyptians	<ul style="list-style-type: none"> A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. The ancient Egyptian civilisation began on the banks of the Nile in c3100BC and lasted until 30BC The most well known pharaoh is Tutankhamun. His tomb was discovered in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt. 	<ul style="list-style-type: none"> Locate Ancient Egypt Civilization on a timeline. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
Yr 5	Ground-Breaking Greeks Impact of Ancient Greeks on Western World	<ul style="list-style-type: none"> The world's first democratic system was created in Ancient Greece in the fifth century BC. Hippocrates was an Ancient Greek doctor. His Hippocratic Oath is still followed by doctors today; it states that doctors should do no harm. The Olympic Games began in 776BC in Ancient Greece. Today's Olympic Games share some of the core values of excellence, respect and friendship that underpinned the original Olympic Games 	<ul style="list-style-type: none"> Use historical sources to draw inferences and conclusions about life in Ancient Greece Identify the limitations of using secondary sources of evidence when considering life in Ancient Greece
	Revolution! Industrial Revolution and Local History Study of Wolverton	<ul style="list-style-type: none"> The industrial revolution took place in Great Britain from 1750-1900 Canals and then railways allowed people and goods to be transported faster and more jobs Wolverton developed as a railway town during the industrial revolution. 	<ul style="list-style-type: none"> Describe the impact of the Industrial Revolution on Britain and the local area Identify evidence in the local area for the Industrial Revolution
Yr 6	Maafa Britain's involvement in the slave trade	<ul style="list-style-type: none"> Great civilisations developed in Africa including the Kingdom of the Benin (AD 900—1897) which was located in West Africa in what is now Nigeria. By the early 1800's Britain was transporting 120 000 African slaves across the Atlantic Ocean each year to work on the plantations in America. 	<ul style="list-style-type: none"> Use sources to find out information at the past Interpret sources and consider audience and bias. Draw interpretations and conclusions from historical evidence Understand cause and consequence



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		<ul style="list-style-type: none">• Slaves transported on ships in appalling conditions where many died of disease. They were then sold at auction.• Slavery Abolition Act was passed in 1883 which made slavery illegal	
	Britain at War World War Two	<ul style="list-style-type: none">• World War Two started on 1st September 1939 when Germany invaded Poland.• The Battle of Britain was fought in the air; British planes were superior to German Luftwaffe and Britain won. This was significant because it stopped the German land invasion.• During the war the Germans persecuted the Jews. Anne Frank ,who was Jewish, hid in an annexe with her family and wrote a diary of her life there during the War.• World War Two ended on 2nd September 1945.	<ul style="list-style-type: none">• Evaluate the human impact of War• Identify different types of bias (political, cultural, racist) in historical sources and explain the impact of that bias.