



History: Key Knowledge and Skills Progression Overview

History Curriculum Intent

At The Radstone, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural, and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes, and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and debate their point of view – skills that are prized in adult life.

Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

History Key Concepts

Chronological understanding	Understanding and using appropriate dates, vocabulary and conventions to describe historical periods and the passing of time Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies Building a chronological framework of periods and using this to place new knowledge in its historical context
Cultural, ethnic and religious diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world
Change and continuity	Identifying and explaining change and continuity within and across periods of history – what changed and what continued, what we might see as progress
Cause and consequence	Analysing and explaining the reasons for, and results of, historical events, situations and changes.
Significance	Considering the significance of events, people, and developments in their
Interpretation	Understanding how historians and others form interpretations

	Understanding why historians and others have interpreted events, people and situations in different ways through a range of media. Evaluating a range of interpretations of the past to assess their validity.
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History Key Skills

Historical enquiry	Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses Reflect critically on historical questions or issues
Using evidence	Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment Evaluate the sources in order to reach reasoned conclusions
Communicating about the past	Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary. Communicate knowledge and understanding of history in a variety of ways using chronological conventions and historical vocabulary

	1	2	3	4	5	6
Year R	Topics - All About Me, Seasons (Autumn, Winter, Spring, Summer), William Shakespeare, Our Local Area (Brackley) Dinosaurs, Stephen Hawking and Space, Castles, Knights and Princesses, Transport, Toys Ongoing – Time, Seasons, Old/New/Differences, Routine, Sequencing events, celebrations, past and present in their own lives and others' lives, what we will do when we grow up, I can't do it yet! Experiences – show and tell linked to topics, comparing old and new cars, space dome.					
Year 1		Changes within Living memory		Significant People - Walter Tull, Neil Armstrong, Tim Peake		Kings, Queens and Castles
Year 2	The Great Fire of London		Local Industries (Shoes and Boots)			Florence Nightingale, Mary Seacole & Edith Cavell
Year 3	Stone Age to Iron Age		Romans		Anglo Saxons	
Year 4	The Vikings		The Mayans		Medieval Monarchs	
Year 5		Ancient Egypt		Ancient Greece		Industrial Revolution

Year 6		WW1 and WW2 (Bletchley Park, Harkirat Singh – RE)	Leisure and Entertainment in the 20 th Century		
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Chronological Understanding	ELG – Past and Present 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.	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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		(Stone Age to 1066) • <i>To include:</i> • <i>Stone age to Iron age</i> • <i>Romans</i> • <i>Anglo-Saxons</i> • <i>Vikings</i>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1.R.1- Talk about members of their immediate family and community. (All About Me, Brackley) 1.R.2- Comment on images of familiar situations in the past (Transport, Toys) 1.R.3- Compare and contrast characters from stories, including figures from the past. (Turrets and Tiaras, Dinosaurs, Steven Hawking & Space) 1.R.4- Understand the effect of changing seasons on the natural world around them.	1.1.1- Know where people and events fit within a chronological framework. (Walter Tull & Kings and Queens) 1.1.2- Develop awareness of the past, using common words and phrases relating to the passing of time. (Changes in living memory, Walter Tull and Kings and Queens) 1.1.3- Timelines (Walter Tull and Kings and Queens).	1.2.1- Know about an event or events that happened long ago, even before their grandparents were born (Florence Nightingale 1810 – 1920, GFOL 1666) 1.2.2- Know what we use today instead of a number of older given artefacts (GFOL 1666 comparing Fire Fighting equipment) 1.2.3- Evaluate sources of information. (Primary/secondary in GFOL Newspapers, Diaries, eyewitness account, paintings)	1.3.1- Understand the chronological order of Stone Age, Romans and Anglo-Saxons 1.3.2- Use a timeline to show when the Anglo-Saxons were in England	1.4.1- Understand the place in time of the Vikings in relation to the Stone age, Romans, Anglo-Saxons, and Vikings 1.4.2- Know about the main events around the Viking/ Saxon conflict ending in the treaty between Alfred and Guthrum 1.4.3- To understand the place in time in which the Mayans existed in relation to Britain up to 1066.	1.5.1- Know where to place Ancient Civilisations with timeline learned so far - Ancient Egypt: 3500BC- 30BC - Ancient Greece: 3000BC – 146BC 1.5.2- Know where to place events, people and inventions from the Industrial Revolution 1712-1901 1.5.3- Know where to place historical events within Ancient Civilisations. (Ancient Egypt) (Ancient Greece) 1.5.4- Know the timeline of rulers within specific dynasties within Ancient	1.6.1 Know how to place historical events and people from the past societies and periods in a chronological framework - Why did the First World War begin? - To order events from early World War 2 on a timeline.

	(Autumn, Spring, Summer, Winter)		1.2.4- Know that children's lives today are different to those of children a long time ago (Industrial Revolution 1760-1840) Northamptonshire shoe industry		1.4.4- Know the medieval monarchs from 1066 to Henry VII	Civilisations (<i>Cross Curricular – English</i>) Ancient Egypt - Thutmose, Tutankhamun, Ptolemy, Cleopatra 1.5.5- Know the chronology of specific philosophers from Ancient Greece - Socrates, Plato, Aristotle	
Knowledge and Understanding of Events, People and Changes in the Past	ELG – Past and Present 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.	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	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				

<p>Including: Cultural, ethnic and religious diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p>	<p>2.R.1- Talk about members of their immediate family and community. (All About Me, Brackley)</p> <p>2.R.2- Recognise some similarities and differences between life in this country and life in other countries (Ongoing)</p> <p>2.R.3- Recognise that people have different beliefs and celebrate special times in different ways. (Ongoing)</p> <p>2.R.4 - Understand that some places are special to members of their community. (Ongoing)</p> <p>2.R.5- Compare and contrast characters from stories, including figures from the past. (Turrets and Tiaras, Dinosaurs, Steven Hawking & Space)</p> <p>2.R.5- Comment on images of familiar situations in the past. (Transport, Toys)</p> <p>2.R.6- Name and describe people who are familiar to them. (All About Me, Brackley, Steven Hawking & Space,)</p> <p>2.R.7- Talk about members of their immediate family and community. (All About Me, Brackley)</p>	<p>2.1.1- Name a famous person of historical significance from the past and explain why they are famous to our local history and what impact this has made to our local cultural diversity.(Walter Tull)</p> <p>2.1.2- Name a famous person of historical significance from the past and explain why they are famous (Richard III, Elizabeth I, Queen Victoria)</p> <p>2.1.3- Know the main changes and continuity between their clothes, technology and transport between them, their parents, and their grandparents.</p> <p>2.1.4- To make simple observations about different artefacts and changes over time.</p> <p>2.1.5- Know what a number of older objects were used for and the significance of their role in our objects today.</p> <p>2.1.6- Recognise and talk about who was important and the consequences of their actions that affect us today (Kings and Queens)</p>	<p>2.2.1- Know about people of historical significance from outside the UK, different cultures and explain why they are famous/ important (Florence Nightingale, Mary Seacole – Jamaica -and Edith Cavell) Crimean War 1853-1856 Impact on Nursing.</p> <p>2.2.2- Identify similarities and differences between ways of life in different periods. Occupations (fire fighters, shoemakers)</p> <p>2.2.3- Recognise why people did things, why events happened and what happened as a result (Nursing, GFoL, Local Industry)</p> <p>2.2.4- Links to all three topics (GFoL, Industrial revolution, Nursing)</p> <p>2.2.5- Recognise significant people (Samuel Pepys, Mary Seacole, Florence Nightingale, Edith Cavell)</p> <p>2.2.6 Recognise changes throughout history, focussing on local area & equipment. (GFoL, Nursing, Industrial Revolution)</p>	<p>2.3.1- Know how Britain changed between the beginning of the stone age and the iron age</p> <p>2.3.2- Use a timeline to show when the Anglo-Saxons came to Britain.</p> <p>2.3.3 - Know the main differences/changes between the lifestyles of the stone, bronze and iron ages.</p> <p>2.3.4 - Know the significance of Stone Age people being 'hunter-gatherers' to survive and avoid extinction of the human race.</p> <p>2.3.5- Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>2.3.6- Know how the Roman occupation of Britain changed and advanced British society.</p> <p>2.3.7- Know how there was resistance to the Roman occupation and know the significance of Boudicca.</p>	<p>2.4.1- Know where the Vikings originated from and show this on a map</p> <p>2.4.2- Know the causes for the Vikings and Anglo-Saxons being often in conflict and the consequences of this.</p> <p>2.4.3- Know why the Vikings frequently won battles with the Anglo-Saxons and the significance of this (Alfred and Guthrum signing a treaty).</p> <p>2.4.4- Able to locate the Maya civilisation on a map</p> <p>2.4.5- Know about the Mayan religion and what they believed in</p> <p>2.4.6- Compare and contrast the cultural differences of the Mayan civilisations</p> <p>2.4.7- Have knowledge of the medieval monarchs and significant events, e.g., 1066, The Tudors, the reformation of the church</p> <p>2.4.8- To understand the similarities and differences</p>	<p>2.5.1- Know about, and name, some of the advanced societies that were in the world around 3000 years ago -Ancient Egypt -Ancient Greece</p> <p>2.5.2- Know about the key achievements and advancements of Ancient Egypt: - Settlements (The Nile) - Hierarchy in Society - Pyramids - Hieroglyphics - Mummification</p> <p>2.5.3- Know about the key achievements and advancements of Ancient Greece: - Golden Age of Greece - Democracy - introduction and democracy today – people involved/age/etc - Architecture - Olympics - Conquest of Alexander the Great – attitude towards his people & power over people</p> <p>2.5.4- Know some of the main characteristics of the Athenians and the Spartans.</p> <p>2.5.5- Know about the influence the gods had on Ancient Greece and Ancient Egypt and make comparisons between the two.</p> <p>2.5.6- Know how living conditions changed during the Industrial Revolution and compare them to today.</p> <p>2.5.7- Know how working conditions changed during</p>	<p>2.6.1 Know about a theme (conflict) in British history which extends beyond 1066 and explain why this was important in relation to British history (links to Science Historical Figures - Mary Anning, Mary Leaky. Alfred Wallace and Charles Darwin). -Why were so many lives lost on the Western Front? -How did Hitler rise to power in the 1930's? -Explain when, where and why children were evacuated? (Links to English – Letters from the Lighthouse) -Compare and describe the details about the roles of women and men in World War 2. -Recall and report key facts about the events of the Holocaust.</p> <p>2.6.2- Know how Britain has had a major influence on the world -Understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20th century.</p>
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Historical Interpretation	<p>ELG – Past and Present 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>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
	<p>3.R.1- Comment on images of familiar situations in the past. (Transport, Toys)</p> <p>3.R.2- Compare and contrast characters from stories, including figures from the past.</p>	<p>3.1.1- Observe and use pictures, photographs and artefacts to find out about the past. (Changes in living memory, Walter Tull and Kings and Queens)</p> <p>3.1.2- Explain that there are different types of evidence and sources</p>	<p>3.2.1- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Primary/secondary sources and begin to discuss reliability.)</p>	<p>3.3.1 - To consider the historical importance and reliability of Gildas' and Bede's writings.</p>	<p>3.4.1- Understand and discuss why some evidence is more reliable than others e.g., found settlements vs Viking Sagas (oral retelling)</p> <p>3.4.2- To understand the</p>	<p>3.5.1- Understand the importance of the Rosetta Stone and how it was able to interpret hieroglyphics from a range of languages</p> <p>3.5.2- Interpret the past using a range of resources; - Howard Carter diary extracts and photos from</p>	<p>3.6.1- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> - Understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20th century.

	<p>(Turrets and Tiaras, Dinosaurs, Steven Hawking & Space)</p> <p>3.R.3- Recognise that people have different beliefs and celebrate special times in different ways. (Ongoing)</p>	<p>that can be used to help represent the past. (Changes in living memory, Walter Tull and Kings and Queens)</p>	<p>3.2.2- Children can: A start to compare two versions of a past event; B observe and use pictures, photographs and artefacts to find out about the past; C start to use stories or accounts to distinguish between fact and fiction; D explain that there are different types of evidence and sources that can be used to help represent the past. (GFoL, Nursing, Local Industry)</p>		<p>range of data sources used by historians, e.g., the doomsday book and the magna carta</p> <p>3.4.3- Interpret a given resource to justify whether Richard was or wasn't a good king</p>	<p>the excavation (<i>Cross Curricular – English</i>) - Use paintings and photographs to interpret living conditions in the 1850s.</p> <p>3.5.3 Use recorded data to understand population changes during the Industrial Revolution</p> <p>3.5.4- Compare secondary sources to interpret information and draw conclusions about past events and important people in history</p>	<p>3.6.2- Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - How everyday lives were affected by food rationing.
Historical Enquiry	<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>			<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>			
	<p>4.R.1- Compare and contrast characters from stories, including figures from the past. (Turrets and Tiaras, Dinosaurs, Steven Hawking & Space)</p> <p>4.R.2- Ask questions to find out more and to</p>	<p>4.1.1- Children will observe and handle evidence to ask and answer simple questions about the past (artefacts within Living memory) and (Warwick Castle visit)</p>	<p>4.2.1- Ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>4.2.2- Children can: observe or handle evidence to find answers to simple</p>	<p>4.3.1 - Compare and contrast Roman and Anglo-Saxon Britain.</p>	<p>4.4.1- Has an understanding of Britain before the Viking raids and the impact Vikings had on Saxon Britain</p> <p>4.4.2- Can compare and contrast Saxon and Viking culture</p>	<p>4.5.1- Understand similarities and differences between Ancient Egyptian, Ancient Greek and Roman gods</p> <p>4.5.2- Devise philosophical questions</p> <p>4.5.3- Address how living and working conditions</p>	<p>4.6.1- How changes in 20th century technology affect our lives today.</p> <p>4.6.2- To use evidence to support arguments for cause and effect –</p> <ul style="list-style-type: none"> - Was World War 2 inevitable? To what extent do you agree? - Was the treaty of Versailles fair?

	check they understand what has been said to them. (Ongoing)		questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. (GFoL, Nursing, Local Industry)		4.4.3- Understand Viking impact on British culture 4.4.4- To use evidence to support arguments for an against e.g. 'Richard was a good king'	changed during the Industrial Revolution and compare them to today. 4.5.4- Devise questions for a child of the same age who lived during the industrial revolution.	
Local History	ELG – Past and Present 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.	significant historical events, people and places in their own locality		a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
	5.R.1- Understand that some places are special to members of their community. (Ongoing) 5.R.2- Draw information from a simple map. (Brackley) 5.R.3- Talk about members of their immediate family and community. (All About Me, Brackley) 5.R.4- Name and describe people who are familiar to them. (All About Me, Brackley, Steven Hawking & Space,)	5.1.1- Know the name of a famous person, or a famous place, close to where they live (Walter Tull, Warwick Castle).	5.2.1- Know how the local area is different to the way it used to be a long time ago 5.2.2- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, etc.) (GFOL – equipment, Nursing – equipment/hospitals, Local Industry – buildings)			5.5.1- Know about a period of history that has strong connections to their locality: Victorian links to Towcester: Workhouse Canal system Rail station Charles Dickens Stage Coach	5.6.1- Know about a period of history that has strong connections to their locality and understand the issues associated with the period - Walter Tull, Marie Weller, Silverstone (reinforced in Spring 2 William Shakespeare Biographies – English) 5.6.2- Know how the lives of wealthy people were different from the lives of poorer people during this time - Marie Weller, William Sponne, The Hesketh, Nicholas Hawksmoor

