

History Progression Framework

Disciplinary Knowledge

STRAND	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge and Understanding	Know the difference between something that has happened in the past and something happening now.	Know that some things happened before they were born. Know how to order objects or events based on whether they happened before they were born or since. Know that they can use a timeline to order events that have happened. Know how to sequence events and artefacts on a timeline and give a simple reason.	Know that some events happened beyond living memory (100+ years). Know how to order objects or events based on whether they are within or beyond living memory. Know how to sequence events and artefacts on a timeline and explain reasoning.	Know that history is split into BC/AD. Know that we use mathematical knowledge to organise history into different time periods. Know how to order events on a timeline using period labels.	Know the key dates of particular time periods. Know that mathematical knowledge is used to organise time differences into decades and centuries. Know how to sequence key events/people within particular time periods on timeline using dates and period labels.	Know the key concepts of continuity and change over time and represent them along with evidence on a timeline. Know how to sequence key events/themes within particular time periods on timeline using dates and period labels.	Know how to events/periods that happened in concurrence with previous ones studied. Know how to sequence key events/people within particular time periods on timeline using dates, period labels and giving reasons.
Understanding Change and Cause and Effect	Know some similarities and differences between things in the past and now.	Know similarities and differences within a time period. Know one cause for, and effect of, a change over time.	Know similarities and differences within a time period. Know at least 2 causes for, and effects of, a change over time.	Know changes relating to a theme across a specific time period e.g., changes in housing from Stone to Iron age.	Know changes relating to a theme across a specific time period e.g., changes in housing from Stone to Iron age.	Know how to make comparisons between historical periods explaining things that have changed and	Know how to changes within historical periods have impacted the lives of future generations (legacy).

		Know some changes that have happened over time within their locality.	Recount the main points of a key historical event. Recount the significant aspects of a person's life.	Know the most significant aspects of a specific event or person's life.	Know the most significant aspects of a specific event or person's life. Know why a person or event is significant.	things that have stayed the same. Know that wars are often associated with invasion, conquering or religious differences.	Know that the main changes in a period of history can be described using terms such as social, religious, political, technological and cultural.
Historical Interpretation	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know how to use a variety of resources <i>to find out about the past</i> . Know that people acted differently in the past based on stories and artefacts.	Know that resources used to learn about the past are called sources of evidence. Know the difference between fact and opinion.	Know that there are different accounts of the same event and explain some simple reasons why.	Know the difference between primary and secondary sources. Know that a piece of evidence may be biased.	Know that there can be different interpretations of historical sources. Know that sources of evidence can be justified based on usefulness and reliability.	Know why it is possible to have different interpretations of the same historical event/person. Know how to describe the usefulness and reliability of a source of evidence.
Historical Enquiry	Draw on and talk about their own experiences and what has been read in class.	Know how to use resources to ask and answer some simple questions about the past. Know what a fact is.	Know how to use sources to ask and answer questions about the past. Know that facts not opinions should be used to learn about the past.	Know that a wide range of sources are needed to effectively learn about the past. Know how to select the most useful sources of evidence to answer questions about the past.	Know how to use more than one source of evidence for historical enquiry. Know that primary and secondary sources vary in reliability.	Know that no single source of evidence can give an accurate understanding of the past. Know how to give reason for a historical argument or viewpoint.	Know how to identify which source of evidence is most appropriate and evaluate its accuracy in order to form opinions about historical events.

							Know how to justify their own opinions about historical events and people.
Key Vocabulary	Old, new, young, today, tomorrow, yesterday, past, now, before, after, same, different	Timeline, decade, present, future, living memory, significant, similar, change, event, modern, symbol, local, order, since, artefact, fact, compare	Opinion, chronological, century, recount, source, evidence, decade, cause, effect, reasoning	BC/AD, time period, change, significance, prehistoric, account, conflict, peace, civilisation	Sequence, dates, primary, secondary, evidence, reliable, bias	Continuity, invasion, conquer, religion, interpretation, viewpoint, justify.	Concurrence, impact, legacy, social, political, cultural, religious, technological, accuracy, evaluate
	Remembrance, baby, transport	Poppies, Sherwood Forest, Rachel Carson	Nursing, Crimean War, Florence Nightingale, voyage, Wright Brothers, flight, technology	Mines, Romans, Claudius, Boudicca, Egyptian, Pharaoh, hieroglyphs, agriculture, Stone Age, Bronze Age, Iron Age, Mesolithic, Neolithic, Greek, Alexander the Great		Anglo-Saxon, tribe, Alfred the Great, Danelaw, Empire Windrush, allies, Hitler, Battle of Britain, Royal Air Force, Luftwaffe, Blitz, air raid, morale, evacuate, sacrifice	

Substantive Knowledge

	Autumn	Remembrance	Spring	Summer
Foundation Stage	Know that we all used to be babies. Know how I have changed since I was a baby. Know what day it was yesterday and what day it is today.	Know that Remembrance Day is when we think about people who died in wars.	Know why things might have changed e.g. A train with no roof would have let the rain in. Know that things were different in the past. Know that the present is now, and the past is things that have already happened.	

Key Stage 1 Year 1	<u>Changes Over Time – Toys</u> Know that modern toys are different from those our parents/grandparents played with. Know that old toys were often made from wood. Know that modern toys are often made from plastic. Know that old toys were often made by hand. Know that modern toys are usually made by machines. Industry	Know that poppies are a symbol of Remembrance because they grew in the fields where battles were fought.	<u>Local Area Study</u> Know that Sherwood Forest is important to the local area because it was a Royal Hunting Forest. Know that the ruins of King John’s hunting lodge can still be seen near King’s Clipstone. Know that Sherwood Forest was believed to be the home of Robin Hood. Monarchy <i>Visit to Sherwood Forest</i>	<u>Significant Person - Rachel Carson</u> Know that Rachel Carson was an American scientist who studied nature, especially the ocean. Know that she wrote a book that raised awareness of pollution in the ocean.
Key Stage 1 Year 2	<u>Significant person – Florence Nightingale</u> Know that the British Empire fought in the Crimean War. Know that Florence Nightingale went to treat wounded soldiers in the Crimean War. Know that Florence Nightingale changed hospitals by making sure they were clean, and patients were cared for properly. Know that Florence was awarded the Red Cross by Queen Victoria. Know that modern nurses still follow the same practises that Florence introduced. Industry Empire Monarchy	Know that it was not only soldiers who died in wars. Nellie Spindler died in battle during WW1. She is one of only 2 British women buried in Belgium. Link to nurses topic. <i>Visit to Carbank war memorial/St Lawrence’s church to identify local people who died in the wars.</i>	<u>Significant Person – Ernest Shackleton</u> <u>Events Beyond Living Memory – First Flight</u> Know that Ernest Shackleton was an explorer who got stranded in Antarctica. Know that his determination and resilience helped all his crew survive. Know that the Wright Brothers were responsible for the first flight. Industry & Trade Migration – light touch through exploration	<u>Changes Over Time – Technology</u> Know how people communicated before digital technology. Know that digital technology started to be used in homes in the 1980s. Know that the first mobile phones were huge and could only make phone calls. Know that digital technology has both benefits and problems. Industry & Trade
Lower Key Stage 2 Cycle A	<u>Local Study – Mining</u> 1870 – 1980 rough focus dates Know how local manufacturing and industry has changed over time.	Know that conflict is a fight between armed troops. Know that peace is a time without any fights or wars.	<u>Roman Britain</u> 43AD – 410AD Know that Romans came to Britain for the natural riches – gold, tin and iron.	<u>Ancient Greece/Greek Legacy</u> 800BC – 149BC Know that most people’s lives centred around farming, fishing, and trade – similar to prehistoric Britain.

	Know that there were many mines in the Sherwood Forest area because there was a lot of coal, and it was easy to gather. Know that coal was traded for different uses. Know that mines were dangerous places to work and children as young as 10 often worked in the mines. Know that model villages were created for mine workers and their families. <i>Visit to National Coal Mining Museum</i> Industry & trade	Know 3 symbols of peace: Dove, olive branch, White poppy	Know that Claudius led the successful invasion in 43AD. Know that in 60AD Boudicca resisted the Roman rule but fell because of the strength of the Roman army. Know that the legacy of the Romans in Britain such as roads, town names and language. <u>Links across topics:</u> The Roman invasion ended the Iron age period of History in Britain. Migration Empire	Know that Alexander the Great spread Greek ideas around the world including maths, science, language, democracy, and art. Know that the Olympic games began in Olympia. Know that the Olympic games were a religious festival to honour Zeus. <u>Links across topics:</u> The period of Ancient Greece was happening at the same time as the Iron Age in Britain & the Egyptian civilisation. Industry & trade Monarchy
Lower Key Stage 2 Cycle B	<u>Stone Age – Iron Age</u> Stone: 15000BC – 3000BC Bronze: 3000BC – 800BC Iron: 800BC – 43AD Know the chronological order of the Stone Age, Bronze Age, Iron Age. Know that in the Mesolithic period of Stone Age people were hunter-gatherers. Know that the Neolithic period of Stone Age is when farming began (Skara Brae). <u>Links across topics:</u> The Ancient Egyptian civilisation was happening at the same time in Africa. Industry & trade Settlement	In WW1 soldiers fought in trenches. Trenches were very muddy, cold and full of rats. Soldiers did lots of different jobs including training the horses, driving lorries, digging trenches and fighting on the frontline.	<u>Stone Age – Iron Age</u> Stone: 15000BC – 3000BC Bronze: 3000BC – 800BC Iron: 800BC – 43AD Know that Bronze Age was when metal work began. Know that Iron Age was when Iron tools were used to improve daily life. Know how to compare the changes and developments across the prehistoric period focusing farming. <u>Links across topics:</u> This period ended when the Romans invaded Britain. The Ancient Egyptian civilisation was happening at the same time in Africa. Ancient Greece was happening at the same time as the Iron Age in Britain. Industry & trade	<u>Ancient Egyptians</u> Overview of the earliest civilisations: -Ancient Sumer: 5300BC – 1940BC -Indus Valley: 3300BC – 1300BC, -Shang Dynasty: 1600BC – 1046BC, Ancient Egypt: 3100BC – 332BC Know that the Egyptian civilisation was built around the Nile. Know that Ancient Egyptians were experts at farming and based their farming seasons around the annual flooding of the Nile. Know that Egyptians were ruled by pharaohs who represented the Gods and built temples. Know that they believed in a never-ending afterlife and spent a lot of time planning for their deaths. <u>Links across topics:</u>

				The Stone-Iron age was happening at the same time in Britain - Links between farming techniques. Ancient Greece was happening during the same time period. Industry & trade Monarchy
Upper Key Stage 2 Cycle A	<u>Anglo-Saxons & Scots</u> 410AD – 1066AD Know that Picts & Scots came from the North. Know that the Anglo-Saxons invaded from Europe near the end of Roman rule. Know that the 3 main tribes were the Angles, Saxons and Jutes. Know that the different tribes settled in different parts of England. Know that Anglo-Saxons were great farmers and craftsmen. <u>Links across topics:</u> Anglo-Saxons invaded near the end of Roman rule in Britain. Industry Settlement	Know that Armistice Day is on the 11th November every year to celebrate the signing of the Armistice (peace agreement) that declared the end of WW1. Know that people show remembrance in different ways: wearing a poppy, holding a silence, attending a ceremony, learning about the history and through art or writing. Know how Remembrance is personal to the children and what it means to them.	<u>Anglo-Saxons & Vikings</u> 793AD – 1066AD Know that the first Viking invasion began in 865AD. Know that Alfred the Great stopped the Viking invasion in 878AD but could not drive them out. This resulted in the Danelaw agreement. Know that the three main areas of Danelaw: Northumbria, East Anglia and the five boroughs. Know that in 954AD the Anglo-Saxons drove out the last Viking King. Know that after his death, the Vikings agreed to be ruled by England's king. Settlement Empire	<u>Kingdom of Benin</u> 900AD – 1300AD Know that Benin Kingdom was in modern day Nigeria. Know that the Kingdom began when a small group of villages joined together to improve trading and security. Know that in 1180AD the 'Obas' dynasty took charge and led the most successful period of the Benin Kingdom. Know that the people were farmers and craftsmen to ensure the Kingdom had quality goods to trade. Know that the kingdom had powerful trading links with other African kingdoms and European countries. <u>Links across topics:</u> Kingdom of Benin happened at a similar time to Viking Britain. Monarchy Industry & trade Empire
Upper Key Stage 2 Cycle B	<u>World War Two</u> 1939 – 1945 Know that the War began when Germany invaded Poland. Adolf Hitler	Know that sacrifice means giving up something valuable for the sake of others.	<u>World War Two – The Blitz & Evacuees</u> 1939 – 1945	<u>Windrush</u> Know that the Empire Windrush arrived from Jamaica in 1948.

	went on to invade other European countries. Know that the UK, USA & Soviet Union were the allies. Know that the British Empire (Australia, New Zealand, Canada & South Africa) was crucial in supporting the war effort by providing money and resources to the allies. Know that many women went to work in factories to support the war effort while the men were fighting. <u>Links across topics:</u> World War 2 happened at the same time as mining was happening in Mansfield. Industry Empire	Know that during WW2, people sacrificed their safety and their lives fighting for a better future. Know that some professions still do sacrifice their safety to help others such as fire service, police, armed forces, frontline workers during COVID-19.	Know that the Battle of Britain began in 1940 and took place in the air between the Luftwaffe and RAF. Know that the Luftwaffe started to bomb British towns and cities known as the blitz. Know that King George VI kept up morale by making radio broadcasts and visiting factories. They also stayed in Buckingham Palace despite being bombed. Know that during the blitz, children were evacuated from major cities into the countryside. <u>Links across topics:</u> World War 2 happened at the same time as mining was happening in Mansfield. Migration Monarchy	Know that they came to Britain because wages were higher, for a new start and to escape poverty. Know that they thought they would be welcomed. Know that they were refused jobs and struggled to find good houses. Know that they enriched Britain through food, language, and music. <u>Links across topics:</u> Windrush happened shortly after the end of World War Two. World War 2 happened at the same time as mining was happening in Mansfield. Migration & Settlement
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Concepts

Industry & trade

Migration & Settlement

Monarchy

Empire