



Benjamin Adlard Primary School

History Key Knowledge Progression Document (KKP)

Rationale

This History Key Knowledge Progression (KKP) document sets out the core knowledge pupils will learn from Nursery to Year 6. It ensures all knowledge is taught sequentially, builds cumulatively and reflects the ambition of the National Curriculum. The curriculum is designed so pupils develop a secure understanding of people, civilisations, events and ideas that have shaped Britain and the wider world, and how historians learn about and interpret the past.

History in the EYFS

In the EYFS, history is taught through Understanding the World, where young children begin to develop the foundations of historical thinking. Nursery children talk about the very recent past, notice simple changes over time and begin recognising ideas of 'before' and 'now'. They explore family routines, traditions and events, which helps them understand that life has a sequence. Reception children build on this by identifying differences between past and present using stories and pictures, talking about important people from the past, sequencing simple events from their own lives and beginning to understand cause and consequence. This early learning develops an emerging sense of chronology, comparison, significance and enquiry, preparing children for more structured historical study in Key Stage 1.

Types of Knowledge in History

History draws on both substantive knowledge (facts, concepts, events and people from the past) and disciplinary knowledge (how historians investigate, interpret and construct accounts of the past). Substantive knowledge in this curriculum is further organised into sticky and fingertip knowledge so teachers know what pupils must retain long term and what they can retrieve when needed.

Substantive Knowledge

Substantive knowledge is the factual and conceptual content that enables pupils to understand:

- chronology – when events happened and how periods relate
- civilisations, societies and cultures – how people lived and organised themselves
- significant people, places and events
- key historical ideas such as empire, monarchy, invasion, migration, settlement, rebellion, civilisation, trade and industry

This knowledge is carefully sequenced from children's personal past (Nursery and Reception), to national history (Key Stage 1), and then to world civilisations and thematic studies (Key Stage 2). Pupils revisit big ideas such as power, settlement and innovation so they build strong, connected schema over time.

Sticky Substantive Knowledge

Sticky knowledge is the essential core understanding pupils must retain in their long-term memory. It is not a list of isolated dates or events. Instead, sticky knowledge consists of the big historical ideas that underpin understanding across the curriculum. This includes secure knowledge linked to the recurring concepts of trade, empire, civilisation, monarchy, industry, settlement, migration and rebellion. These concepts are encountered repeatedly across different periods and civilisations so pupils can recognise patterns, make comparisons, explain change and understand significance. Sticky knowledge is rehearsed and revisited regularly to ensure it becomes secure and can be applied to new contexts.

Fingertip Substantive Knowledge

Fingertip knowledge supports pupils' learning in specific units but does not need to be stored long term. It includes:

- precise dates or names tied only to a single case study
- short-term vocabulary or contextual details
- specific examples from artefacts, local history or particular events

Teachers show pupils how to retrieve fingertip knowledge from timelines, books, archives or digital tools, avoiding cognitive overload. Fingertip knowledge becomes sticky only when it is essential for future learning.

Disciplinary Knowledge

Disciplinary knowledge is knowing how historians work and think. It involves understanding that the past must be reconstructed from evidence and that accounts differ. Disciplinary knowledge includes learning to:

- ask historically valid questions about cause, change, significance and similarity/difference
- use artefacts, images, written sources and oral accounts to investigate the past
- recognise that evidence has limitations and can be interpreted in different ways
- compare competing accounts and understand why interpretations may differ
- establish secure chronology and explain developments over time
- form reasoned conclusions using evidence and communicate these clearly

Disciplinary knowledge develops only when substantive knowledge is secure. For example, pupils cannot judge the reliability of a source on rationing until they understand wartime Britain; they cannot analyse Boudicca's impact without knowledge of Roman Britain.

Ambition and Alignment

History begins in the EYFS through Understanding the World, with a focus on personal and family history. From Key Stage 1 onwards, the KKP aligns fully with the National Curriculum strands:









- Chronology
- Events, people and changes
- Historical enquiry
- Interpretation of history
- Organisation and communication

These strands are revisited with increasing complexity so pupils build a coherent understanding of local, national and global history. By the end of Year 6, pupils can place periods in chronological order, explain causes and consequences, evaluate evidence, understand differing viewpoints and construct informed historical arguments.

Early Years Framework						
Strand	Early Years Statutory Framework: Educational Programme Understanding of the World			Early Learning Goal Past and Present		
Early Years	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>			<ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society;</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> 		
National Curriculum Subject Content						
Strand	Within living memory		Beyond living memory		Lives of significant people	Local history
Key Stage 1	<ul style="list-style-type: none"> • <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> 		<ul style="list-style-type: none"> • <i>Events beyond living memory that are significant nationally or globally</i> 		<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>Significant historical events, people and places in their own locality</i>
Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
Key Stage 2	<ul style="list-style-type: none"> • <i>Changes in Britain from the Stone Age to the Iron Age</i> • <i>The Roman Empire and its impact on Britain</i> • <i>Britain's settlements by Anglo Saxons and Scots</i> • <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> 	<ul style="list-style-type: none"> • <i>An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</i> 	<ul style="list-style-type: none"> • <i>The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared.</i> 	<ul style="list-style-type: none"> • <i>A non-European society that provides contrasts with British history.</i> 	<ul style="list-style-type: none"> • <i>Greek life and achievements and their influence on the Western world</i> 	<ul style="list-style-type: none"> • <i>A local study linked to one of the periods of time studied under chronology; or</i> • <i>A local study that could extend beyond 1066</i>

Substantive Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified substantive concepts (big ideas) for their subject. These substantive concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Substantive concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a substantive concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

<p>trade</p> <p>the action of buying and selling goods and services</p> 	<p>empire</p> <p>a group of nations ruled by one ruler or government</p> 	<p>civilisation</p> <p>a complex society that has developed advanced systems of government, culture, and technology</p> 	<p>monarchy</p> <p>a form of government where the leader, like a king or queen, inherits the throne and holds the position for life or until they choose to abdicate</p> 	<p>industry</p> <p>workplaces which turn raw materials into finished products, or provide a service</p> 	<p>settlement</p> <p>a place where people have settled to live</p> 	<p>migration</p> <p>the movement of people to a new place to find better living conditions</p> 	<p>rebellion</p> <p>an armed fight against a government or leader</p> 
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Disciplinary Concepts

Disciplinary concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance
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Substantive knowledge

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Changes within living memory	<ul style="list-style-type: none"> know about and discuss an event that happened the previous day. (S) 	<ul style="list-style-type: none"> know about and discuss past events in their own life and in the lives of family members (S) know some facts about events or people from the past that they recall from stories they have read/heard (S) 	<ul style="list-style-type: none"> know about changes in living memory (last 100 years) (S) 						
Beyond living memory		<ul style="list-style-type: none"> know how to comment on (P) and compare images of familiar situations in the past, particularly in the books they have read/heard (D) 		<ul style="list-style-type: none"> 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) (S) 	British history (Stone age to 1066)	<ul style="list-style-type: none"> Know what is meant by Neolithic 'hunter-gatherers' (S) Know the main differences between the stone age, bronze age and iron age (S) 	<ul style="list-style-type: none"> Know the Iron Age ended with Roman invasion by AD 43 and the power of its army (S) know when and how the Romans invaded (e.g. Claudius and the conquest) (S) Know how there was British resistance to the Roman occupation (e.g. Boudica) (S) Know how the Roman Empire impacted British society (e.g. roads, transport and culture) (S) and (D) Know about the Roman withdrawal from Britain in c. AD 410 Know about Anglo-Saxon invasions, settlements and 		

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
							Kingdoms: place names and village life (S) • Know the impact of the Anglo-Saxon settlers. (S) • Know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan) (S)		
					Beyond 1066			• Know how to place historical events and people from the past societies and periods in a chronological framework (P) • Know about an aspect or theme in British history which extends beyond 1066 (S) and explain why this was important in relation to British history (D) • Know and identify the challenges and changes in technology with a focus on the Industrial revolution (S) and (D)	Know that Germany changed from a democracy to a dictatorship under Hitler, whose leadership and actions led to the outbreak of WWII (S). • Know how the war changed daily life in Britain (e.g., evacuation, rationing, air raids) and how people adapted to stay safe and support the war effort (S). • Know the significance of the Battle of Britain and the role of the RAF in defending Britain from invasion (S).

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
					Ancient civilisations	<ul style="list-style-type: none"> know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; (S) know in depth about Ancient Egypt (S) know that early civilisations had common features such as farming, writing, number systems and rulers, which helped them grow (S) 		<ul style="list-style-type: none"> know about a non-European society: the Mayan civilization c. AD 900; know how that society provides contrast with British history (S) and (D) know that our understanding of the Maya comes from different types of evidence (e.g., pyramids, carvings, glyphs, artefacts, explorers' drawings), and that each source provides different information (d). 	
					Ancient Greece				<ul style="list-style-type: none"> Know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) (S) Know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games) (S & D)
Lives of significant people	<ul style="list-style-type: none"> Know who is in their family and their place within it (S) Know about the lives of people who are familiar to them (S) 	<ul style="list-style-type: none"> Know the names of people who are familiar to them and can describe their role (S) Know about an important person from the 	<ul style="list-style-type: none"> Know about a significant person from the past and where this would sit within a chronological framework (S) 	<ul style="list-style-type: none"> Know how to compare aspects of life in different periods in relation to a significant person from the past and 	Significance	<ul style="list-style-type: none"> Know and understand that historical significance can be related to specific events, locations and ideas that are seen as being 	<ul style="list-style-type: none"> Know and identify historically significant people and events from a period of history and give some detail about why 	<ul style="list-style-type: none"> Know and compare a range of historically significant people and events from across different periods of history and explain why they were significant (D) 	Know and explain that historical significance is a judgement people make, meaning individuals may not always agree on who or what is significant (d) .

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
		<p>local community (S)</p> <ul style="list-style-type: none"> Know about an important person from the past (Guy Fawkes, Neil Armstrong) (S) 	<ul style="list-style-type: none"> Know what the word 'significant' means and how the significant person contributed to national and international achievements (S) and (D) 	<p>understand where it sits within a chronological framework (P) and (D)</p> <ul style="list-style-type: none"> Know why we remember significant people from the past (S) and (D) 		<p>particularly important to us (D)</p>	<p>what they did or what happened was significant (D)</p> <ul style="list-style-type: none"> Know and understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past (S) and (D) 		<ul style="list-style-type: none"> Know and explain why an event or person is significant using clear criteria such as importance to individuals, a region, a nation, or the wider world (d).
Local history	<ul style="list-style-type: none"> know and talk about significant events, from their own experience (S) 	<ul style="list-style-type: none"> know and discuss past events in the local community (S) 		<ul style="list-style-type: none"> know about a significant historical event, person and / or place in their own locality (S) 	Local study		<p>know that the Romans changed the local area (e.g., Lincoln became Lindum Colonia) and identify features that show Roman influence such as roads, buildings, and settlement layout (S)</p>	<ul style="list-style-type: none"> know how the Industrial Revolution affected their local area (e.g., changes to work, trade, and population) and identify significant local people or places linked to the period (S) 	<ul style="list-style-type: none"> know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality) (S)
Historical enquiry	<ul style="list-style-type: none"> Know that stories can tell you about the past (S) 	<ul style="list-style-type: none"> Know how to ask simple questions, about images/stories from the past (P) 	<ul style="list-style-type: none"> Know how to ask questions about simple artefacts (e.g. who, what, why, when, where) (P) and (D) 	<ul style="list-style-type: none"> Know how to ask a range of questions about artefacts and sources from the past (P) and (D) 	Historical enquiry	<ul style="list-style-type: none"> Know how to learn more about a historical period through asking relevant questions (P) and (D) 	<ul style="list-style-type: none"> Know how to ask questions about artefacts / sources of information (P) to question the validity and reliability of these (D) 	<ul style="list-style-type: none"> know how to ask and answer questions about the past (P), considering aspects of change, cause, significance, similarity and difference (D) 	<p>"Know how to ask questions about the past and identify which sources might help to answer them (p & d).</p>

HISTORY – Substantive Concept Coverage and Mapping

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TRADE				Stone Age to Iron Age Introduction to Ancient Civilisations Ancient Egypt	Anglo Saxons and Vikings	Industrial Revolution Maya Civilisation	
EMPIRE					Roman Empire	Industrial Revolution	The Impact of War

CIVILISATION	Me and My Community (Nursery) Remembrance Day (Nursery) Dangerous Dinosaurs (Nursery)		The Great Fire of London	Stone Age to Iron Age Introduction to Ancient Civilisations Ancient Egypt	Roman Empire Anglo Saxons and Vikings	Industrial Revolution Maya Civilisation	The Impact of War Ancient Greece
MONARCHY	Guy Fawkes (Reception)		Kings, Queens and Castles	Ancient Egypt Introduction to Ancient Civilisations	Anglo Saxons and Vikings	Maya Civilisation	The Impact of War
INDUSTRY	Marvellous Machines (Reception)	Toys First Flight	Hospitals and Healthcare	Stone Age to Iron Age Introduction to Ancient Civilisations		Industrial Revolution	
SETTLEMENT	Dangerous Dinosaurs (Nursery)	Explorers		Stone Age to Iron Age Introduction to Ancient Civilisations Ancient Egypt	Roman Empire Anglo Saxons and Vikings	Industrial Revolution Maya Civilisation	Ancient Greece
MIGRATION		Explorers		Stone Age to Iron Age Introduction to Ancient Civilisations Ancient Egypt	Anglo Saxons and Vikings	Industrial Revolution	
REBELLION	Guy Fawkes (Reception)				Roman Empire		The Impact of War

HISTORY – Sticky Knowledge Progression linked to key concepts

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
TRADE				<p><u>Stone Age to Iron Age</u> Know trade means giving something you have to get something you need.</p> <p>Know people started to trade when they had extra things to share.</p> <p>Know new materials helped trade grow between groups.</p> <p><u>Introduction to Ancient Civilisation</u> Know rivers help people move things and swap goods faster.</p> <p>Know early civilisations traded extra food and goods like tools or cloth with other places.</p> <p><u>Ancient Egypt</u> Know surplus food could be traded for resources they didn't have enough of or any access to.</p>	<p><u>Roman Empire</u> Know the Romans traded goods and ideas that changed life in Britain.</p> <p><u>Anglo Saxons and Vikings</u> Know trade and communication helped towns grow and linked Britain to other places.</p>	<p><u>Industrial Revolution</u> Know factories sold machines to other countries, helping Britain trade more.</p> <p>Know railways helped Britain trade goods more easily across the country and beyond.</p> <p><u>Maya Civilisation</u> Know Maya cities like Chichen Itza used trade to grow powerful, not just to survive.</p>	
EMPIRE					<p><u>Roman Empire</u> Know the Roman Empire was a group of countries ruled by Rome.</p> <p>Know the Empire became powerful by using its army to take over land.</p>		

CIVILISATION	<p>Me and My Community (Nursery) Know some of my family lived a long time ago.</p> <p>Remembrance Day (Nursery) Know some people are very important and will always be remembered.</p>		<p>GFOL Know after a disaster, people living in a city can work together to make it better and safer.</p>	<p>Stone Age to Iron Age Know civilisation begins with farming and people staying in one place.</p> <p>Know civilisation grows with new technology like metal tools.</p> <p>Introduction to Ancient Civilisation Know the first civilisations appeared near rivers, where farming and trading helped them grow.</p> <p>Ancient Egypt Know civilisations grows when people can farm, share jobs, and organise life together.</p>	<p>Roman Empire Know Roman towns had public buildings, baths, and organised streets, showing signs of advanced civilisation.</p> <p>Anglo Saxons and Vikings Know civilisation can decline or change when leadership or systems collapse.</p>	<p>Industrial Revolution Know many people (including children) had tough and tiring jobs with long hours.</p> <p>Know new laws were made to protect workers, children and improve how people lived.</p> <p>Know education became more available, especially for children.</p> <p>Maya Civilisation Know The Maya found smart ways to irrigate and grow food in the rainforest.</p> <p>Know We learn about ancient civilisations from the things they left behind, like buildings and writing.</p> <p>Know civilisations can be different in how they are structured, what they believe, and how they live</p>	<p>Ancient Greece Know civilisation can be made up of different city-states with their own rules and way of life.</p> <p>Know part of civilisation, like architecture and language can continue to influence the world long after it ends.</p> <p>The Impact of the War Know some civilisations change when one leader takes full control and removes other voices.</p> <p>Know in times of war, people's lives can change completely.</p>
MONARCHY	<p>Guy Fawkes (Reception) Kings and Queens ruled in the country in the past.</p>		<p>Kings and Queens Know a Monarch is a king or queen who rules a country.</p> <p>Know monarchs live in castles or palaces and are part of the royal family.</p> <p>Know Monarchs had more power in the past than today.</p>	<p>Introduction to Ancient Civilisation Know civilisations were ruled by powerful leaders like kings or pharaohs</p> <p>Know leaders made laws and controlled the people and land.</p> <p>Ancient Egypt Know the Egyptians were ruled by a pharaoh who had lots of power over the people</p>	<p>Anglo Saxons and Vikings Know Anglo-Saxon kings ruled different kingdoms and made laws.</p> <p>Know monarchs didn't rule alone — they relied on law, loyalty, and local control, not just force</p> <p>Know not everyone followed the same king — some areas had different laws and leaders.</p>	<p>Maya Civilisations Know the Maya had a hierarchy, where people had different roles and power.</p>	<p>The Impact of the War Know a leader who controls all parts of government can rule like a king or emperor.</p>

INDUSTRY	<p><u>Marvellous Machines (Reception)</u> Know machines and inventions change how people live and what they can do.</p>	<p><u>Toys</u> Know today, products are made in big factories so lots can be made quickly.</p> <p><u>First Flight</u> Know aircrafts are made in factories using machines. Know this means lots of planes can be made quickly (mass production)</p>	<p><u>Hospitals and Healthcare</u> Hospitals today are clean, organised and have trained staff.</p>	<p><u>Stone Age to Iron Age</u> Know industry means using skills and tools to make useful things.</p> <p><u>Introduction to Ancient Civilisation</u> Know tools, writing, and inventions helped cities work better.</p>		<p><u>Industrial Revolution</u> Know machines changed how people worked and lived.</p> <p>Know more factories were built to make machines that changed farming and helped in war.</p>	
SETTLEMENT	<p><u>Dangerous Dinosaurs (Nursery)</u> Know dinosaurs lived in different parts of the world.</p>	<p><u>Explorers</u> Explorers sometimes stayed in new places to live.</p>		<p><u>Stone Age to Iron Age</u> Know farming helped people stay in one place, build homes and form communities.</p> <p><u>Introduction to Ancient Civilisation</u> Know civilisations settled near rivers so they could farm, build cities and it was easy transport.</p> <p><u>Ancient Egypt</u> Know permanent homes, farms, and cities grew beside the river.</p>	<p><u>Roman Empire</u> Know Romans changed settlements into Roman towns with roads and buildings.</p> <p><u>Anglo Saxons and Vikings</u> Know the Vikings settled in parts of Britain and built towns where they lived by their own rules and ways of life.</p>	<p><u>Industrial Revolution</u> Know cities and town grew quickly as people moved in to find work.</p> <p><u>Maya Civilisation</u> Know the Maya civilisation lived in settlements with homes, temples, and farms Know the Maya adapted the rainforest so they could settle and grow food there.</p>	<p><u>Ancient Greece</u> Know Greek cities were settled near the sea to make travel, defence from attack and trade easier.</p>
MIGRATION		<p><u>Explorers</u> Know some explorers moved to new places to make better lives for themselves and their families.</p>		<p><u>Introduction to Ancient Civilisation</u> Know movement helped new cities grow along rivers.</p> <p><u>Ancient Egypt</u> Know many civilisations began when people migrated to better places to live.</p>	<p><u>Anglo Saxons and Vikings</u> Know Angels, Saxons and Jutes move to new places for reasons like land, safety, or opportunity.</p> <p>Know the Vikings came from other countries and invaded Britain to find land, wealth, and new places to settle</p>		
REBELLION	<p><u>Guy Fawkes (Reception)</u> People in the past sometimes belled against their rulers.</p>				<p><u>Roman Empire</u> Know Boudicca and the Britons fought back against the Romans.</p>		<p><u>The Impact of War</u> Know some leaders rise to power during difficult times by using promises and removing opposition.</p>

HISTORY – Fingertip Knowledge Progression

	Autumn	Spring	Summer
Nursery	<p><u>Me and My Community</u> Know how they have changed since being a baby. Know that there is a past. Know some of my family lived a long time ago.</p> <p><u>Remembrance Day</u> Know some people are very important and will always be remembered.</p>	<p><u>Dangerous Dinosaurs</u> Know dinosaurs lived a long time ago. Know dinosaurs are no longer alive Know dinosaurs were around before they were born. Know this is an important event for the world.</p>	
Reception	<p><u>Me and my Community</u> Know that 'past' means something has already happened and finished. Know and describe people in the community that help us. Know the names for people in their family.</p> <p><u>Guy Fawks</u> Know that 'past' means something has already happened and finished. Know who Guy Fawkes was. Know what bonfire night is. Know how people celebrate bonfire night.</p> <p><u>Remembrance Day</u> Know why and who we remember on Remembrance Day. Know that the poppy helps us to remember soldiers.</p>	<p><u>Marvellous Machines</u> Know that things from the past have changed/improved. Know that some machines have changed over time. Know some things were invented in the past (Spaceships) Know who Neil Armstrong is and what his job is. Know that spaceships are used to travel to the moon.</p>	
Year 1	<p><u>Toys</u> What are toys like now? Toys today are usually made from plastic and come in bright colours. Many modern toys use batteries or electricity. There are different ways to play with toys such as push, pull or squeeze.</p> <p>What was my favourite toy when I was a baby? Baby toys are often soft, easy to hold and safe. Not all toys are suitable for all ages.</p> <p>What were toys like when our teachers were young? Teachers toys were often made from wood, metal or plastic. Many toys were push and pull or wind up and not electric. Toys change over time and often mirror the fashions of the time.</p> <p>What were toys like when our grandparents were young? Older toys were traditionally made out of wood or metal. Many grandparents played with toys like spinning tops, yo-yos, marbles and rocking horses.</p>	<p><u>First Flight</u> When was the first flight and where in the world did it happen? December 1903 Built and flew by the Wright Brothers (Orville and Wilbur) It was reported in the newspapers The Wright brothers diary talks about it Kitty Hawk USA</p> <p>How do we know the first flight happen? It was reported in the newspapers The Wright brother's diary talks about it</p> <p>What did the Wright brothers' plane look like? Two big wings A wooden frame A small engine No seat</p> <p>What are aircrafts like today? Engine technology The materials are used</p>	<p><u>Explorers</u> What is an explorer and why do people explore? An explorer is someone who travels to new laces to learn about them. People explore to learn new things, see different places or make discovers.</p> <p>Who was Ibn Battuta and why was he important? Ibn Battuta was a Muslim traveller who explored the world over 700 years ago. He spent 30 years of his life travelling. He visited many places including Mecca, Africa and Asia.</p> <p>Who was Captain Cook and why was he important? Captain James Cook was a British explorer. He sailed to Australia in his ship, the Endeavour. He made accurate maps of places people in Britain didn't know about.</p> <p>Who was Amelia Earheart and why was she important? Amelia Earheart was a famous pilot and explorer. She got her pilot's licence in 1923.</p>

	<p>These toys didn't need batteries and worked by being pushed, pulled or turned.</p>	<p>The range of uses Safety</p> <p>How has the use of aircrafts changed throughout history? Fighter jets Passenger planes Cargo planes Aircraft can now leave the planet</p>	<p>She was the first woman to fly alone across the Atlantic Ocean.</p>
<p>Year 2</p>	<p>Hospitals and Healthcare How were hospitals different in the past? Hospitals long ago were dirty and crowded. People got sick because doctors and nurses didn't always wash their hands. Food wasn't healthy and hospitals weren't safe places to get better. There were no x-rays or modern medicines.</p> <p>Who was Florence Nightingale and why was she significant? Florence Nightingale was a nurse who saved many lives during the Crimean War (1853 – 1856) She lived from 1820-1910. She worked to make hospitals safer and cleaner. She was known as 'the lady with the lamp'</p> <p>What caused Florence to act the way they did? Florence wanted to make changes to hospitals so people healed quicker Florence wanted nurses to be well trained, she set up the first training school.</p> <p>Who was Edith Cavell and why was she significant? Edith Cavell was a nurse who helped many soldiers who lived during WWI. She helped injured soldiers, even those fighting for the enemy. Edith was taught to be kind and helpful from her father, a vicar.</p>		<p>The Great Fire of London What was London like in 1666? Know that 1666 is over 300 years ago People travelled by foot, horseback or carriage Houses were close together and streets were narrow. River runs through the City of London (River Thames), which is still important today.</p> <p>What was the Great Fire of London and how was it caused? GFOL began on 2nd September 1666. A spark from the oven set fire to the house. The fire spread quickly because of dry wooden buildings, wind and closely built houses.</p> <p>What happened during the fire and how do we know? The fire broke out on Sunday night and spread quickly. It had ended by Friday morning. People had to evacuate using carts (if they were able) and the boats on the river. The King ordered houses to be pulled down to create a fire break.</p> <p>How do people study the fire? Historians use evidence like diaries, drawings and artifacts. Archaeologists study artefacts and sites from the past.</p> <p>How was London rebuilt? After the fire, buildings were made with brick and stone instead of Wood. Christopher Wren helped design safer buildings. A court helped people plan how to rebuild. New laws were made to keep people safe.</p> <p>Kings, Queens and Castles Why does Lincoln have a castle? Defensive structures Built on a hill with walls and towers to help defend the city.</p> <p>What role did Lincoln castle have in medieval times? Used to control the area, collect taxes and settle disputes. Home to a garrison to defend the local area. Site of an important battle to decide the Throne of England.</p>

			<p>Who was William the Conqueror and where did he live? William the Conqueror^[1] (c. 1028^[1] – 9 September 1087) He was the first King of England. He reigned in the year 1066 after winning the Battle of Hastings. He is also known as William the Conqueror. He lived in Windsor Castle as part of his reign.</p> <p>Who was Queen Victoria and where did she live? Queen Victoria became Queen in 1837. Queen Victoria ruled for 63 years. She lived in Buckingham Palace, Windsor Castle and Balmoral Castle.</p> <p>Who is Charles III? He became King on 8 September 2022. He is the current King. He lives in royal places like Buckingham Palace and Windsor Castle.</p>
Year 3		<p>Stone Age to Iron Age What was life like and how did it change between the Palaeolithic and Mesolithic eras? People lived in family groups, often in caves or simple shelters. People were hunter gatherers. They used basic stone tools. Period order: Iron Age, Bronze Age, Stone Age Period order: Palaeolithic, Mesolithic, Neolithic</p> <p>How did food change from the Palaeolithic to the Neolithic? People began farming, growing crops and keeping animals. They started to settle in one place and store food. Surplus food meant they could share or trade with others.</p> <p>How did tools change from the Neolithic to the Bronze Age? People discover how to make bronze by mixing copper and tin. Bronze tools were stronger and sharper than stone. Tools, weapons, and jewellery were made from bronze. Copper and tin had to be traded between different areas.</p> <p>How did the Bronze Age move into the Iron Age? Iron became more useful than bronze because it was easier to find and stronger. Iron tools and weapons improved farming and defence. Iron weapons were used by warriors and for protection.</p> <p>Where did they live? People lived in villages and hillforts during the Iron Age. People had metal tools, grew crops and kept animals. They traded goods, lived in communities and built homes.</p>	<p>Introduction to Ancient Civilisation When did the earliest civilisations emerge? Ancient civilisations began over 5,000 years ago. They all existed around the same time, not one after the other. The Shang lived in the area by the yellow River in China and ruled from 1600 BC to 1100 BC. Ancient Sumer lived by the River Tigris and Euphrates (in modern Iraq) between about 4500 BC and 2000 BC. People settled by the River Indus and the Indus Valley Civilisation began in about 2600 BC and ended in 1500 BC.</p> <p>What else was happening at the time of the earliest civilisations? When the first civilisations were building cities, people in Britain were still in the Bronze Age. People in Britain were building things like Stonehenge and using metal tools. Britain didn't have writing, rulers, or cities yet — life was much simpler here.</p> <p>What would the ancient civilisations need to have to function as a city? Cities needed a way for people to write so they could keep records and share ideas. They needed a number system to count, trade, and plan buildings. Cities needed defences (like walls or guards) to keep people safe.</p> <p>What was the greatest achievement of each ancient civilisation? Ancient Sumer invented one of the first writing systems, called cuneiform. Ancient Egypt built huge pyramids as tombs for their pharaohs. The Indus Valley civilisation had carefully planned cities with drainage systems and straight roads.</p>

			<p>The Shang Dynasty in China made beautiful bronze tools and weapons and used oracle bones for writing.</p> <p>Ancient Egypt Where and when did the Ancient Egypt civilisations begin and how was it ruled? Ancient Egypt began around 3500 BC, more than 5,000 years ago. It began in North-East Africa, along the River Nile. Ancient Egypt started at the same time as other civilisations, like Sumer and the Indus Valley, but in a different place.</p> <p>How long did Ancient Egypt last for? Ancient Egypt lasted for over 3,000 years. It ended around 30 BC, when the Romans took control. Ancient Egypt lasted much longer than most other civilisations.</p> <p>Why was the river Nile important to the Egyptians? Nile flooded every year, leaving rich soil that helped crops grow. Nile gave water for drinking, washing, and farming. Nile was used for travel and trade — people sailed boats up and down the river.</p> <p>How did agricultural advances support the civilization? Ancient Egyptians created irrigation systems to carry water from the Nile to their fields. Because farming improved, people had more food than they needed — this is called a surplus.</p> <p>What is the role of the scribe in society and why are they important? A scribe was a person who could read and write hieroglyphs Scribes were highly ranked in society. Scribes kept important records about farming, trade, taxes, and laws.</p>
Year 4		<p>Roman Empire What was the Roman Empire and how did it become so powerful? The Roman Empire started in the city of Rome over 2,000 years ago in 27BC.</p> <p>How did the Britons react to the invasion? In 54 and 55 BC, Julius Caesar’s attempted invasion of Britain. In 43 AD, Emperor Claudius orders the conquest of Britain and Roman Britain begins. In 410 AD, Romans leave Britain and Roman Britain ends.</p> <p>What was the ‘Romanisation’ of Lincoln? They built strong stone walls, city gates, and straight streets in a grid pattern. The Romans built roads, aqueducts, and pipes to bring water into the city.</p>	<p>Anglo Saxons and Vikings What was life like in England at the end of the 4th Century? After the last Romans left in 410AD, life in Britain became less safe and more basic. New groups like the Anglo-Saxons began arriving. People moved from towns to small farming villages. Anglo Saxons ruled in Britain was from around 410AD to 1066AD.</p> <p>Why did the Angles, Saxons and Jutes settle in Britain? The Angles, Saxons and Jutes came from parts of Europe like Germany and Denmark. They came to Britain because the Romans had left and there was more land to farm.</p> <p>How was Anglo-Saxon Britain ruled? Anglo-Saxon Britain was divided into different kingdoms, each with its own king.</p>

		<p>What was the 'Romanisation' of Britain? They built roads and towns with shops, houses, and public baths. They introduced Roman laws, coins, and the Latin language. Some British people began to dress, speak, and live more like Romans.</p>	<p>How did the Anglo-Saxons keep control of their kingdoms? Anglo-Saxon kings made rules to keep people safe. If people broke the rules, they were punished. Kings had helpers called thanes who helped them stay in charge. Local leaders helped carry out the king's rules in villages.</p> <p>Who were the Vikings and when they did invade? The Vikings came from Scandinavia (Norway, Sweden, and Denmark). They started raiding Britain at the end of the 8th century. Their first recorded raid was in 793 CE at Lindisfarne.</p> <p>Why did the Vikings want to come to Britain? Some Vikings wanted to settle in Britain, not just raid. Britain had rich monasteries that attracted Viking raiders.</p> <p>Where did the Vikings settle? The Vikings began raiding England in AD 793, starting with the attack on Lindisfarne. The Vikings sailed from Scandinavia across the North Sea, and by AD 866, they had settled in parts of north and east England, including York and Lincoln. In AD 866, Vikings captured York (which they called Jorvik) and made it a major centre. They used rivers like the Humber, Trent, and Ouse to travel inland.</p> <p>How did the Vikings change Britain? The Vikings changed place names and brought new words to Britain. They set up their own laws in the Danelaw. The Vikings brought their own languages, beliefs, and ways of life.</p>
<p>Year 5</p>	<p>Industrial Revolution What was the Industrial Revolution? The Industrial Revolution started in Britain around 1750 and ended in 1914. New machines were invented, and people began working in factories.</p> <p>How did the Industrial Revolution affect Gainsborough? Gainsborough grew during the Industrial Revolution. It became busy with factories, mills. New jobs and buildings appeared in the town. In 1841, Gainsborough was status as a Port.</p> <p>How did Gainsborough's Rose and Marshall have an impact during the Industrial Revolution? Rose and Marshall were an agricultural engineering company in Gainsborough It made farm machines during the Industrial Revolution. It sold machines to farms in Britain and other countries.</p> <p>How did the Industrial Revolution affect Lincolnshire?</p>		<p>Maya Civilisation When and where did the Maya live? The Maya lived a long time ago in a place called Mesoamerica. Mesoamerica is a part of Central America, including Mexico, Belize, and Guatemala. The Maya Civilisation was from 2000 BC to 1500 AD.</p> <p>How were the Maya able to settle in the rainforest? The Maya lived in the rainforest, where it was hot and wet. They used slash-and-burn farming, terraces, and raised fields to grow crops. They built canals and reservoirs to irrigate (bring water to) their farms.</p> <p>How do we know about the Maya? John Lloyd Stephens and Frederick Catherwood explored Maya ruins in the 1800s. Catherwood made detailed drawings to show what they found. We know about the early Maya because they carved images of their kings on stone monuments from around 250 BC, and began building pyramids as early as 100 BC.</p>

	<p>In 1916, the first ever tanks were designed and built in Lincoln, giving the city the nicknamed 'Tank Town'.</p> <p>How did the Industrial Revolution affect Britain? More jobs were created in cities. Some people lived in crowded, unhealthy homes.</p> <p>What was lifelike for children working in the Industrial Revolution? Some children worked in factories, mines, or chimneys. They worked for long hours and were often treated badly.</p>		<p>How were the Maya ruled? The Maya had a king at the top who made decisions. A council of nobles helped the king rule. Below them were merchants, artisans, and commoners who worked and farmed.</p> <p>How do the Maya and Anglo-Saxon civilisations compare? The Maya lived in Central America; the Anglo-Saxons lived in Britain. The Maya built stone cities and temples; Anglo-Saxons lived in villages with wooden halls. Both believed in many gods and had strong religious beliefs. The Maya used writing and calendars; the Anglo-Saxons used oral stories and runes. Both farmed and grew their own crops to feed their people.</p> <p>How do the Maya and Anglo-Saxon kingdoms compare? The Maya had many city-kingdoms, each ruled by a king. The Anglo-Saxons had separate kingdoms in Britain, each with its own king. Maya kings often gained power by inheriting it (passed down through families). Anglo-Saxon kings gained power through fighting and land control.</p> <p>What is Chichen Itza and how did it become so powerful? Chichen Itza was a large Maya city in the lowlands. It had temples, pyramids, and a market. Its most famous pyramid is El Castillo (the Temple of Kukulcán). Chichen Itza became powerful through trade, religion, and warfare.</p>
<p>Year 6</p>	<p>Ancient Greece When did the Greek civilisation exist? Where were most Greek cities located? The Greek civilization was in ancient Greece, located in southeastern Europe. It included many city-states like Athens, Sparta, and Corinth. Most Greek cities were built near the sea, especially around the Aegean and Mediterranean coast. Greek civilisation started in 1400 BC. Greek civilisation ended in 146 BC. 1400 BC: Athens became a powerful centre for Ancient Greece</p> <p>How did life vary in different city states? Ancient Greek city states were called poleis and often had their own laws and armies. Athens focused on democracy, education and the arts.</p>		<p>The Impact of the War How was Germany governed before the start of WW2? Modern-Day Germany A democratic country in Europe where people vote for their leaders. Germany Before WWII Governed as the Weimar Republic (1919-1933) with elected leaders. Nazis, led by Hitler, took control in 1933 and ended democracy. Became a dictatorship with strict rules and no free elections. Hitler's rule led to World War II starting in 1939.</p> <p>How did Hitler come to power and become the leader of Germany? Hitler became Chancellor in 1933 and Fuhrer (Leader) in 1934. He used propaganda, fear and promises to gain support.</p> <p>How did the Second World War begin?</p>

	<p>Sparta focused on military training and obedience.</p> <p>Where can we see the legacy of Ancient Greece? The Ancient Greeks gave us ideas like democracy, Olympic Games and theatre. Greek architecture such as columns has inspired many builds today.</p> <p>Where does the Greek language and literature play a role in modern culture? Words and Language Stories and Myths: Greek myths, like the stories of Zeus and Hercules. Theatre: Modern plays and movies.</p>		<p>Germany Invades Poland: In 1939, Germany, led by Hitler, invaded Poland.</p> <p>Allies Declare War: In response, Britain and France declared war on Germany.</p> <p>Axis Powers: Germany joined forces with Italy and Japan, forming the Axis Powers.</p> <p>Worldwide Conflict: Fighting spread across Europe, Asia, and Africa, involving many countries around the world.</p> <p>How did Britain react to the outbreak of WW2? Britain declared war on Germany in 1939. Moved children to the countryside and set up shelters for safety. Began rationing food, clothes, and fuel; everyone had to save and share. People joined the war effort by growing food, working in factories, and helping as volunteers.</p> <p>How were the lives of civilians changed during WW2? Civilians experienced evacuation, rationing, blackouts and air raids. People were asked to grow food and join war work. Children, women and the elderly all had to adapt to wartime life.</p> <p>How did Britain's home front cope when under attack? British cities were bombed during the Blitz (1940 – 41). People used air raid shelters, followed black rules and joined in war efforts.</p> <p>How did the Second World War impact Lincolnshire? Lincolnshire was known as Bomber County because of its many airfields. RAF stations like RAF Scampton were used in missions such as the Dambusters raid. Local people worked in airbases, factories and farming, helping the war effort.</p> <p>Why was the Royal Air Force so vital to the defence of Britain? The RAF defended Britain in the Battle of Britain in 1940. RAF pilots stopped the German Luftwaffe from gaining control of the skies.</p>
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HISTORY – Disciplinary Knowledge Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
CHRONOLOGY	<p>I can remember and talk about significant events in my own experiences.</p> <p>I can sequence photographs from different parts of my life.</p> <p>I can match objects to people of different ages.</p>	<p>I can recount changes that have occurred in my own life.</p> <p>I can place events and some artefacts on a timeline.</p> <p>I learn about events from beyond my living memory.</p> <p>I can begin to sequence events from beyond my living memory on a timeline (may only be two/three items)</p>	<p>I can use time vocabulary e.g.: modern, recent or specific times e.g.: 1960s</p> <p>I can sequence events from beyond my living memory on a timeline.</p> <p>I can use dates where appropriate.</p> <p>I understand what decades are and gain awareness of some.</p> <p>I understand that decades with lower numbers happened before those with higher numbers.</p>	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>I can demonstrate an awareness that the past can be divided into different periods of time and meaning of BC (Before Christ) and AD (Anno Domini).</p>	<p>I can place events, artefacts and historical figures on a timeline starting to include dates.</p> <p>I can use BC and AD.</p>	<p>I can use dates and terms accurately in describing events.</p> <p>I can understand the ordering of BC/AD times e.g. 4500BC is before 3000BC.</p> <p>I can place events, artefacts and historical figures on a timeline, using dates and time (BC/AD).</p>	<p>I can describe the sequence of periods on a timeline including those that are concurrent and those that interacted.</p> <p>I can use a timeline in conjunction with other source material to explain answers in detail.</p> <p>I can use dates and terms when describing events.</p>
EVIDENCE AND INTERPRETATION	<p>I can talk about some of the things I have observed.</p> <p>I can question why things happen and give explanations.</p>	<p>I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”</p> <p>I can use evidence of explorers lives to ask questions about the past.</p>	<p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>I can observe or handle some evidence to ask questions about the past.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can begin to gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p>	<p>I can explain that no single source of evidence gives the full answer to questions about the past</p> <p>I know that multiple sources of evidence and accounts can explain a single point in history.</p>	<p>I can extract information from various types of source (artefact, pictorial, written, historian’s account) and interpret information from multiple sources into one conclusion.</p> <p>I can identify limitations of different types of sources and compare them to form a more in-depth understanding.</p> <p>I can use modal verbs and other language to provide clarity over limitations of the available evidence.</p>

CAUSE AND CONSEQUENCE	<p>I begin to develop an understanding of why things happened in the past.</p>	<p>I can discuss causes that lead to toys changing.</p> <p>I can explain why a historical event happened and what happened as a result.</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was.</p> <p>I can discuss the causes of exploring and what we found out from exploration.</p>	<p>I can identify things that have changed or stayed the same by comparing the present with a time before I was born.</p> <p>I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can begin to evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration and use evidence to support my answers.</p> <p>I can find out how development of knowledge and materials led to development of tools.</p> <p>I can understand the consequences of development of tools.</p> <p>I can understand how agriculture and domestication of animals led to people settling rather than being nomadic.</p> <p>I know the reasons why the first civilisations settled where they did.</p> <p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can suggest the cause and consequences of main events of the Industrial Revolution.</p> <p>I can suggest the cause and consequences that the IR had on the social structure within Britain.</p> <p>I can explore how the abandonment of southern city-states led to the rise of northern cities like Chichen Itza.</p> <p>I can root causes, such as droughts, wars, or economic challenges, and their consequences, such as shifts in trade and power dynamics.</p>	<p>I can describe some of the causes and consequences of World War 2, and use evidence to support my answers.</p>
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CHANGE AND CONTINUITY	I can recognise the difference between past and present in my own lives.	I can say which toys have stayed the same and which toys have changed over time. I can identify things that have changed or stayed the same during my lifetime.	I can describe changes and the historical events they led to. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can understand how certain aspects of life changes while some remained the same throughout. I can understand that despite moving into a different age (Bronze to Iron), Bronze was still used. I can explain the concept of change over a long period of history and represent this with evidence.	I can begin to explain the concept of change over time, when the Romans arrived in Britain. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can explain the concept of change over time and represent this with evidence I can identify periods of rapid change and contrast them with periods of little change. I can identify and discuss changes to the social structure of Britain as a result of the IR.	I can use appropriate historical vocabulary to communicate change and continuity. I can identify periods of rapid change in history.
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SIMILARITY AND DIFFERENCE	<p>I can identify and describe similarities and differences between myself and others.</p> <p>I know some similarities and differences between things in the past and now.</p>	<p>I can compare toys from the past and present.</p> <p>I can use pictures and stories to find out about the past and compare different explorations.</p>	<p>I can identify things that are the same and different within a period studied.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to find similarities and differences between each time period studied (Paleolithic to Mesolithic / Neolithic / Bronze Age / Iron Age).</p> <p>I can compare similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer.</p>	<p>I can begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p>I can use appropriate vocabulary to compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can identify and discuss the similarities and differences of parts of Britain from 1750 and 1900 (after the IR had impacted the area)</p> <p>I can identify and discuss similarities and differences between 3 areas of Lincolnshire and how they were differently affected by the IR.</p> <p>I can identify and discuss similarities and differences between childhood in IR and modern-day childhood</p> <p>I can compare the Maya civilisation with Anglo-Saxon England, focusing on governance, hierarchy, religion, farming, and architecture.</p> <p>I can examine visual or written sources (e.g., Maya pyramids vs. Anglo-Saxon wooden halls) to identify architectural and societal differences.</p> <p>I can investigate how different Maya city-states (e.g., Chichen Itza vs. southern city-states) varied in power, resources, and influence.</p>	<p>I can compare and contrast key people/events/ artefacts in history.</p> <p>I can describe some of the social, ethnic, cultural and religious diversity of the past.</p>
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HISTORICAL SIGNIFICANCE	I can talk about events in my own experiences that are important to me.	I can name a significant toy from the past.	I can explain how historical events and people changed things.	I can find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.	I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove discussion.	I can describe key features of the past, including ideas and beliefs.
	I can describe an event or family member from my past that is important to remember.	I can explain how historical events and people changed things.	I can identify similarities and differences between hospitals and healthcare of today and in the past.		I know that after the Romans left, Britannia became weak and could not defend itself against invasion.	I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences.	I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.
	I know some key information about the past through settings, characters and events encountered in books.	I know about some significant people or events from before I was born.	I can describe significant people and events from the past and explain why they are important.				
		I can name significant explorers from the past.	I can name a monarch.	I can begin to talk about key events of a significant king/queen or castle.			I can describe the social and cultural significance of a past society.

HISTORY – End of Year Curriculum Goals

The KKP are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Year group	Childrne should be able to do:
Nursery	<ul style="list-style-type: none"> Recall the knowledge specified within the KKP for Nursery Talk about what happened in the very recent past (e.g., yesterday, recent family event) Talk about things that change over time (e.g., themselves, homes, familiar places)
Reception	<ul style="list-style-type: none"> Recall the knowledge specified within the KKP for Reception

	<ul style="list-style-type: none"> • Say how the past is different from the present, using examples from pictures or books • Talk about an important person from the past • Describe how actions have consequences
Year 1	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKPDs for Year 1 • Discuss simple similarities and differences between the past and present, using stories, images or artefacts • Give reasons why some things have changed or stayed the same over time • Describe advantages of changes over time • Talk about a significant person from the past and explain why they were significant
Year 2	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKPDs for Year 2 • Use artefacts to describe similarities and differences between ways of life in different periods, asking questions about them • Give reasons why people in the past acted as they did, based on knowledge of that period • Discuss how key historical events created change over time • Place key people or events on a timeline • Describe simple historical concepts and link them to today
Year 3	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKPDs for Year 3 • Discuss key changes across a period of history and explain reasons for these • Describe how early civilisations influenced life today • Use a range of sources to describe everyday life in a past civilisation and compare it with life now and with other periods • Compare attitudes, beliefs or practices across historical periods and explain why these existed • Understand that accounts of the past may include opinion as well as fact • Plot key periods on a timeline in the correct order • Generate their own questions about sources and evidence
Year 4	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKPDs for Year 4 • Discuss how a range of people and events from the past have shaped life today • Compare and contrast people, events or artefacts from at least two historical periods to build a wider view of society • Identify aspects that have remained the same over time and explain why

	<ul style="list-style-type: none"> • Explain what makes an event, person or idea significant • Use historical concepts (e.g., civilisation, empire, peasantry) to describe features of societies studied • Find, select and research using a range of sources • Evaluate sources of evidence to build a more accurate picture of the past • Plot multiple periods on a timeline, understanding overlaps and sequence
Year 5	<ul style="list-style-type: none"> • Recall the knowledge specified within the KCPDs for Year 5 • Use dates and historical terms accurately and understand the ordering of BC/AD • Place events, artefacts and historical figures on a timeline, recognising overlapping periods • Explain why multiple sources are needed to understand the past and why no single source is complete • Identify and explain causes and consequences of major events (e.g., Industrial Revolution, Maya), including impacts today • Describe change and continuity, identifying periods of rapid change versus stability • Compare a non-European civilisation with British history, discussing similarities and differences • Describe what life was like for different groups using evidence to support interpretations • Interpret and combine information from varied sources to reach balanced conclusions • Generate historically valid questions about cause, change, similarity/difference and significance
Year 6	<ul style="list-style-type: none"> • Recall the knowledge specified within the KCPDs for Year 6 • Describe and sequence historical periods, including overlapping and interacting eras, using timelines accurately • Use a range of sources to understand differing viewpoints, including how propaganda or purpose shapes accounts • Identify and explain causes and consequences of major events (e.g., WWII, Ancient Greece), including who benefited and who did not • Discuss why different versions of events exist, using knowledge of perspective, context and bias • Apply clear criteria to judge historical significance, explaining why a person/event mattered locally, nationally or globally • Investigate their own lines of historical enquiry, selecting suitable sources to answer their questions • Describe social, cultural, political and religious aspects of past societies and compare these with earlier periods • Evaluate the limitations of sources, using careful language to show uncertainty (e.g., “This suggests...”, “The evidence may indicate...”) • Use precise historical vocabulary to explain change, continuity, diversity and significance
Progressive summary	Nursery

Children begin by talking about the very recent past and noticing simple changes over time (themselves, familiar places). This prepares them to recognise that time can be divided into 'before' and 'now'.

Reception

Children use books and pictures to describe how the past is different from today and begin learning about important people from long ago. This builds the foundations for structured comparison of past and present in Year 1.

Year 1

Children compare simple similarities and differences between past and present using stories and artefacts. They begin to explain why things change or stay the same and talk about significant people. This develops the comparison and questioning skills needed in Year 2 to explore periods beyond living memory.

Year 2

Children use artefacts purposefully to ask questions and compare ways of life from different periods. They give reasons for people's actions and discuss how key events created change. This prepares them for Year 3, where they study longer spans of history and explore cause and consequence in more depth.

Year 3

Children explore key changes across extended periods (e.g., Stone → Bronze → Iron Age) and how early civilisations influenced life today. They recognise that accounts may include opinion and begin generating their own questions. This builds the foundation for Year 4, where they compare multiple periods and evaluate evidence more critically.

Year 4

Children compare different civilisations and periods, explaining continuity and change and why certain features remained stable. They use historical concepts (e.g., empire, civilisation) and evaluate sources to build accurate accounts. This prepares them for Year 5, where they begin using dates securely and interpreting multiple sources together.

Year 5

Children use dates and historical terms accurately, understanding BC/AD and overlapping periods. They explain causes and consequences in depth, compare British history with a non-European civilisation, and combine information from varied sources. This prepares them for Year 6, where they evaluate viewpoints and interpret complex historical narratives.

Year 6

Children produce detailed chronological accounts using timelines to explain overlapping or interacting periods. They evaluate viewpoints, understand how propaganda and perspective shape accounts, and explain causes, consequences and significance with clarity. They pose their own enquiries and use evidence critically, preparing them for secondary history where independent analysis is essential.