

HISTORY Knowledge and Skills Progression Map

Substantive Concepts (Knowledge)	EYFS	KS1	LKS2	UKS2
<p>Power (monarchy, government, and empire)</p>	<ul style="list-style-type: none"> ➤ To know that in fairytales kings/queens are usually important, powerful people who rule over others. 	<ul style="list-style-type: none"> ➤ To know that a monarch in the UK is a king or queen. ➤ To begin to understand that power is exercised in different ways in different culture, times and groups e.g., monarchy. ➤ To know that Britain was organised into kingdoms and these were governed by monarchs. 	<ul style="list-style-type: none"> ➤ To understand the development of groups, kingdom and monarchy in Britain. ➤ To know who became the first ruler of the whole of England. ➤ To understand the expansion of empires and how they were controlled across a large empire. ➤ To understand that societal hierarchies and structures existed including aristocracy and peasantry. ➤ To understand some reasons why empires fall/collapse. 	<ul style="list-style-type: none"> ➤ To understand how the monarchy exercised absolute power. ➤ To understand the process of democracy and parliament in Britain. ➤ To understand that different empires have different reasons for their expansion. ➤ To understand that there are changes in the nature of society. ➤ To know that there are different reasons for the decline of different empires.

HISTORY Knowledge and Skills Progression Map

Achievements & errors of mankind	<ul style="list-style-type: none">➤ To recognise some interests and achievements from their own lives and the lives of their families and friends.	<ul style="list-style-type: none">➤ To know some inventions that still influence their own lives today (e.g., toys – the invention of the teddy bear, electronic toys etc.)➤ To know some achievements and discoveries of significant individuals (e.g., explorers).➤ To begin to identify achievements and inventions that still influence their own lives today (e.g., schools, travel).➤ To know the legacy and contribution of some inventions (e.g., flight).➤ To be aware of the achievements of significant individuals	<ul style="list-style-type: none">➤ To be able to identify achievements and inventions that still influence our lives today from Roman times.➤ To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.➤ To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	<ul style="list-style-type: none">➤ To understand that people in the past were as inventive and sophisticated in thinking as people today.➤ To know that new and sophisticated technologies were advanced which allowed cities to develop.➤ To understand the impact of war on local communities.➤ To know some of the impacts of war on daily lives.
---	--	--	---	--

HISTORY Knowledge and Skills Progression Map



		(e.g., those involved with the history of flight).		
<p>Invasion, settlement & migration</p>			<ul style="list-style-type: none"> ➤ To know that there were different reasons for invading Britain. ➤ To understand that there are varied reasons for coming to Britain. ➤ To know that there are different reasons for migration. ➤ To know that settlement created tensions and problems. ➤ To understand the impact of settlers on the existing population. ➤ To understand the earliest settlements in Britain. 	<ul style="list-style-type: none"> ➤ To understand there are increasingly complex reasons for migrants coming to Britain. ➤ To understand that migrants come from different parts of the world. ➤ To know about the diverse experiences of the different groups coming to Britain over time.

HISTORY Knowledge and Skills Progression Map

			<ul style="list-style-type: none"> ➤ To know that settlements changed over time. 	
<p>Civilisation & culture</p>			<ul style="list-style-type: none"> ➤ To understand how invaders and settlers influence the culture of the existing population. ➤ To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. ➤ To know that education existed in some cultures, times and groups. 	<ul style="list-style-type: none"> ➤ To understand the changes and reasons for the organisation of society in Britain. ➤ To understand how society is organised in different cultures, times and groups. ➤ To be able to compare development and role of education in societies. ➤ To be able to compare education in different cultures, times and groups. ➤ To understand the changing role of women and men in Britain.

HISTORY Knowledge and Skills Progression Map

				<ul style="list-style-type: none"> ➤ To understand that there are differences between early and later civilisations.
<p>Trade</p>			<ul style="list-style-type: none"> ➤ To know that communities traded with each other and over the English Channel in the Prehistoric Period. ➤ To understand that trade began as the exchange of goods. ➤ To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. ➤ To understand that the Roman invasion led to a great increase in British trade with the outside world. ➤ To understand that trade develops in 	<ul style="list-style-type: none"> ➤ To know that trade routes from Britain expanded across the world. ➤ To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g., silk, spices and precious metals). ➤ To understand that the expansion of trade routes increased the variety of goods available. ➤ To understand that the methods of trading developed from in person to boats, trains and planes.

HISTORY Knowledge and Skills Progression Map



			<p>different times and ways in different civilisations.</p> <ul style="list-style-type: none"> ➤ To understand that the traders were the rich members of society. 	<ul style="list-style-type: none"> ➤ To understand the development of global trade.
<p>Belief</p>			<ul style="list-style-type: none"> ➤ To understand that there are different beliefs in different cultures, times and groups. ➤ To know about paganism and the introduction of Christianity in Britain. ➤ To know how Christianity spread. To compare the beliefs in different cultures, times and groups. 	<ul style="list-style-type: none"> ➤ To understand that people in the past were as inventive and sophisticated in thinking as people today. ➤ To know that new and sophisticated technologies were advanced which allowed cities to develop. ➤ To understand the impact of war on local communities. ➤ To know some of the impacts of war on daily lives.

HISTORY Knowledge and Skills Progression Map



LAURANCE HAINES
SCHOOL

HISTORY Knowledge and Skills Progression Map

Disciplinary Concepts (Knowledge & Skills)	EYFS	Year 1	Year 2	LKS2	UKS2
Change & Continuity	<ul style="list-style-type: none"> ➤ Being aware of changes that happen throughout the year (e.g., seasons, nature). ➤ To know that the environment around us changes as time passes. 	<ul style="list-style-type: none"> ➤ Being aware that some things have changed and some have stayed the same in their own lives. ➤ Describing simple changes and ideas/objects that remain the same. ➤ Understanding that some things change while other items remain 	<ul style="list-style-type: none"> ➤ Recognising some things which have changed / stayed the same as the past. ➤ Identifying simple reasons for changes. ➤ To know that daily life has changed over time but that there are some similarities to life today. 	<ul style="list-style-type: none"> ➤ Identifying reasons for change and reasons for continuities. ➤ Identifying what the situation was like before the change occurred. ➤ Comparing different periods of history and identifying changes and continuity. 	<ul style="list-style-type: none"> ➤ Making links between events and changes within and across different time periods / societies. ➤ Identifying the reasons for changes and continuity. ➤ Describing the links between main events, similarities and changes within and across different periods/studied.

HISTORY Knowledge and Skills Progression Map

		<p>the same and some are new.</p> <ul style="list-style-type: none"> ➤ To know that people change as they grow older. ➤ To know that throughout someone's lifetime, some things will change and some things will stay the same. ➤ To know that everyday objects have changed over time. 		<ul style="list-style-type: none"> ➤ Describing the changes and continuity between different periods of history. ➤ Identifying the links between different societies. ➤ To know that change can be brought about by advancements in transport and travel. ➤ To know that change can be brought about by advancements in materials. ➤ To know that change can be 	<ul style="list-style-type: none"> ➤ Describing the links between different societies. ➤ Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. ➤ Analysing and presenting the reasons for changes and continuity. ➤ To know that change can be brought about by conflict. ➤ To know that change can be traced using the census.
--	--	---	--	--	--

HISTORY Knowledge and Skills Progression Map

				<p>brought about by advancements in trade.</p>	
<p>Cause & consequence</p>	<ul style="list-style-type: none"> ➤ Experiencing cause and effect in play - achieve through continuous provision. 	<ul style="list-style-type: none"> ➤ Asking why things happen and beginning to explain why with support. ➤ To know that everyday objects have changed as new materials have been invented. 	<ul style="list-style-type: none"> ➤ Asking questions about why people did things, why events happened and what happened as a result. ➤ Recognising why people did things, why events happened and what happened as a result. ➤ To know that changes may come about because of 	<ul style="list-style-type: none"> ➤ Identifying the consequences of events and the actions of people. ➤ Identifying reasons for historical events, situations and changes. ➤ To know that the actions of people can be the cause of change. ➤ To know that advancements in science and technology can be the cause of change. 	<ul style="list-style-type: none"> ➤ Giving reasons for historical events, the results of historical events, situations and changes. ➤ Starting to analyse and explain the reasons for, and results of historical events, situations and change. ➤ To know that members of society standing up for their rights can be the cause of change.

HISTORY Knowledge and Skills Progression Map

			improvements in technology.		
Similarities & differences	<ul style="list-style-type: none"> ➤ Beginning to recognise similarities and differences between the past and today. ➤ Using photographs and stories to compare the past with the present day. 	<ul style="list-style-type: none"> ➤ Beginning to look for similarities and differences over time in their own lives. ➤ To know that there are similarities and differences between their lives today and their lives in the past. ➤ To know some similarities and differences between the past and their own lives. ➤ To know that people celebrate 	<ul style="list-style-type: none"> ➤ Identifying similarities and difference between ways of life at different times. ➤ Finding out about people, events and beliefs in society. ➤ Making comparisons with their own lives. ➤ To know that there are explanations for similarities and differences between children's lives 	<ul style="list-style-type: none"> ➤ Identifying similarities and differences between periods of history. ➤ Explaining similarities and differences between daily lives of people in the past and today. ➤ Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> ➤ Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. ➤ Making links with different time periods studied. ➤ Describing change throughout time.

HISTORY Knowledge and Skills Progression Map

		<p>special events in different ways.</p> <ul style="list-style-type: none"> ➤ To know that everyday objects have similarities and differences with those used for the same purpose in the past. 	<p>now and in the past.</p>		
<p>Historical significance</p>	<ul style="list-style-type: none"> ➤ Recalling special people in their own lives. ➤ To know the names of people that are significant to their own lives. 	<ul style="list-style-type: none"> ➤ Recalling special events in their own lives. ➤ To know that some people and events are considered more 'special' or significant than others. 	<ul style="list-style-type: none"> ➤ Discussing who was important in a historical event. ➤ To know that some events are more significant than others. ➤ To know the impact of a historical event on society. 	<ul style="list-style-type: none"> ➤ Recalling some important people and events. ➤ Identifying who is important in historical sources and accounts ➤ To know that significant archaeological findings are those which 	<ul style="list-style-type: none"> ➤ Identifying significant people and events across different time periods. ➤ Comparing significant people and events across different time periods. ➤ Explain the significance of events, people

HISTORY Knowledge and Skills Progression Map

			<ul style="list-style-type: none"> ➤ To know that 'historically significant' people are those who changed many people's lives. 	<p>change how we see the past.</p> <ul style="list-style-type: none"> ➤ To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. 	<p>and developments.</p> <ul style="list-style-type: none"> ➤ To know how historians select criteria for significance and that this changes.
<p>Sources of evidence</p>	<ul style="list-style-type: none"> ➤ Using photographs and stories to compare the past with the present day. ➤ Using stories and non-fiction books to find out about life in the past. ➤ To know that stories and 	<ul style="list-style-type: none"> ➤ Using artefacts, photographs and visits to museums to answer simple questions about the past. ➤ Finding answers to simple questions about the past using sources (e.g., artefacts). 	<ul style="list-style-type: none"> ➤ Using artefacts, photographs and visits to museums to ask and answer questions about the past. ➤ Making simple observations about a source or artefact. ➤ Using sources to show an 	<ul style="list-style-type: none"> ➤ Using a range of sources to find out about a period. ➤ Using evidence to build up a picture of a past event. ➤ Observing the small details when using artefacts and pictures. 	<ul style="list-style-type: none"> ➤ Recognising primary and secondary sources. ➤ Using a range of sources to find out about a particular aspect of the past. ➤ Identifying bias in a source and identifying the value of the

HISTORY Knowledge and Skills Progression Map

	<p>books can tell us about the past.</p>	<ul style="list-style-type: none"> ➤ Sorting artefacts from then and now. ➤ To know that photographs can tell us about the past. ➤ To know that we can find out about the past by asking people who were there. ➤ To know that artefacts can tell us about the past. ➤ To know that we remember some (but not all) of the events that we have lived through. 	<p>understanding of historical concepts (see above).</p> <ul style="list-style-type: none"> ➤ Identifying a primary source. ➤ To know that we can find out about how places have changed by looking at maps. ➤ To know that historians use evidence from sources to find out more about the past 	<ul style="list-style-type: none"> ➤ Identifying sources which are influenced by the personal beliefs of the author. ➤ To know that archaeological evidence can be used to find out about the past. ➤ To know that we can make inferences and deductions using images from the past. 	<p>sources to historical enquiry and the limitations of sources.</p> <ul style="list-style-type: none"> ➤ Describing how secondary sources are influenced by the beliefs, cultures and time of the author. ➤ To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. ➤ To understand the types of information that

HISTORY Knowledge and Skills Progression Map



					<p>can be extracted from the census.</p> <ul style="list-style-type: none">➤ To understand that inventories are useful sources of evidence to find out about people from the past.➤ To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.➤ To understand how to compare different census extracts by analysing the entries in individual columns.
--	--	--	--	--	--

HISTORY Knowledge and Skills Progression Map

					<ul style="list-style-type: none"> ➤ To know that the most reliable sources are primary sources which were created for official purposes.
<p>Historical interpretations</p>	<ul style="list-style-type: none"> ➤ Recognising that different members of the class may notice different things in photographs from the past. 	<ul style="list-style-type: none"> ➤ Beginning to identify different ways to represent the past (e.g., photos, stories). ➤ Developing their own interpretations from historical artefacts. 	<ul style="list-style-type: none"> ➤ Recognising different ways in which the past is represented (including eye-witness accounts). ➤ Comparing pictures or photographs of people or events in the past. ➤ Developing their own interpretations from photographs 	<ul style="list-style-type: none"> ➤ Identifying and giving reasons for different ways in which the past is represented. ➤ Identifying the differences between different sources and giving reasons for the ways in which the past is represented. ➤ Exploring different representations from the period 	<ul style="list-style-type: none"> ➤ Comparing accounts of events from different sources. ➤ Suggesting explanations for different versions of events. ➤ Evaluating the usefulness of historical sources. ➤ Identifying how conclusions have been

HISTORY Knowledge and Skills Progression Map

			<p>and written sources.</p>	<p>e.g., archaeological evidence, museum evidence, cartoons and books.</p> <ul style="list-style-type: none"> ➤ Evaluating the usefulness of different sources. ➤ To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. ➤ To know that assumptions made by historians can change in the 	<p>arrived at by linking sources.</p> <ul style="list-style-type: none"> ➤ Developing strategies for checking the accuracy of evidence. ➤ Addressing and devising historically valid questions. ➤ Understanding that different evidence creates different conclusions. ➤ Evaluating the interpretations made by historians. ➤ To know that we must consider a source's audience,
--	--	--	-----------------------------	--	---

HISTORY Knowledge and Skills Progression Map



				light of new evidence.	<p>purpose, creator and accuracy to determine if it is a reliable source.</p> <p>➤ To understand that there are different interpretations of historical figures and events.</p>
--	--	--	--	------------------------	---