

## Working historically/historical enquiry

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Use photos from their own past and stories to answer questions about the past	Know that written sources <i>e.g. a diary, pictures, photos and artefacts</i> tell us about the past	Use written sources, pictures, photos and artefacts to answer given questions about the past  Construct hypothetical open-ended questions for significant people <i>e.g. how did Mary Seacole feel after the war?</i>	Know that historical sites and archaeological digs have informed us about the past ( <i>e.g. coins, ancient settlements and hieroglyphics</i> )  Construct open-ended questions about the past using stem sentences	Use the evidence from historical sites and archaeological digs to answer given questions about the past  Know that different sources of evidence can answer different questions about the past  Construct own open-ended questions about the past that can be answered using internet searches	Explain how some sources of evidence are more reliable than others, <i>e.g. a preserved artefact compared to a ruined landmark</i>	Choose the most reliable sources of evidence from a given selection to answer given questions about the past  Know that there are primary and secondary sources of evidence  Compare two contrasting arguments about the past explaining how and why interpretations differ

## History New Knowledge Progression Document

### Component 1: Know the chronology of a unit of essential knowledge

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Use time related language: <ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> </ul>	Use time related language: <ul style="list-style-type: none"> <li>• Long ago</li> <li>• In the past</li> <li>• Then/now</li> <li>• Old/new</li> <li>• Before/after</li> </ul>	Sequence significant events, e.g. the days of the Great Fire of London, in chronological order  Recall significant dates (Great Fire of London and Gunpowder Plot)	Place significant dates on a blank timeline in chronological order (in relation to present day)  Know that dates are either BC/BCE or AD/CE  Recall significant dates (Stone Age - Iron Age, Ancient Egyptian era, Roman Britain era and Anglo-Saxon - Viking era)	Place significant dates on a given structured timeline (with time intervals of 500 years)	Place significant dates on a given structured timeline (with time intervals of 1,000 years)  Recall significant dates (Ancient Greek era, Maya era, Industrial Revolution and the Suffragette Movement)	Place significant dates on an independently constructed timeline with appropriate time intervals

**Component 2: Know the characteristics of a unit of essential knowledge and the reasons for events and changes**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Know events/experiences in their own lives from the past and in the present	Know what significant events happened in the past: <ul style="list-style-type: none"> <li>• Toys over time</li> <li>• The Gunpowder Plot</li> <li>• The Great Fire of London</li> </ul>	Use knowledge of: <ul style="list-style-type: none"> <li>• Toys over time</li> <li>• The Gunpowder Plot</li> <li>• The Great Fire of London</li> <li>• Guy Fawkes</li> <li>• Mary Seacole</li> </ul> to explain reasons for events and changes	Know some significant periods of history in Britain and in the wider world: <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Stone Age to Iron Age</li> <li>• Roman Britain</li> <li>• Anglo-Saxon and Vikings</li> </ul>	Use knowledge of: <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Stone Age to Iron Age</li> <li>• Roman Britain</li> <li>• Anglo-Saxon and Vikings</li> </ul> to explain reasons for events and changes	Know some significant periods of history in Britain and in the wider world: <ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Maya civilisation</li> <li>• The Industrial Revolution</li> <li>• The Suffragette Movement</li> </ul>	Use knowledge of: <ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Ancient Greece</li> <li>• Maya civilisation</li> <li>• The Suffragette Movement</li> </ul> to explain reasons for events and changes and make comparisons  Analyse different reasons and interpretations for events and changes
Know that some significant people from the past and in the present are kings and queens	Know who significant people from the past are: <ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Mary Seacole</li> </ul>					

**Component 3: Know abstract concepts**

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
--	-----------	----	----	----	----	----	----

<p><b>Monarchy</b></p>	<p>Know what kings and queens are</p>	<p>Know the names of significant monarchs from the past, <i>e.g. James I and King Charles II</i> were British monarchs during significant events in Britain</p>	<p>Know how monarchs have an impact on society/ people's lives, <i>e.g. the role King James I had during the Gunpowder Plot</i></p>	<p>Know the differences between monarchs and other rulers from the past, <i>e.g. the Romans were ruled by Emperors e.g. Emperor Claudius</i></p>	<p>Know that monarchs from the past have had an impact on Britain today, <i>e.g. King Alfred the Great's legacy</i></p>	<p>Know that monarchs have had an impact on our local area in the past, <i>e.g. know that Queen Victoria had an influence on the Industrial Revolution</i></p> <p>Know the differences between monarchs and other rulers from the past, <i>e.g. know that Ancient Greece was the first democracy</i></p>	<p>Compare different versions of monarchy throughout history</p>
------------------------	---------------------------------------	---	---	--	---	--	--

<b>Invasion/ Empire</b>				<p>Know what an empire is</p> <p>Know that the Romans, Angles, Saxons, Vikings, Picts and Scots were invaders</p> <p>Know the reasons why the Romans, Angles, Saxons, Vikings, Picts and Scots invaded Britain</p>	<p>Know why the Roman Empire was so successful</p> <p>Know what caused the decline of the Roman Empire and why they left Britain</p> <p>Know how our lives today have been influenced by the Romans</p>	<p>Compare the Maya and Greek Empires</p>	<p>Know why the Greek Empire was so successful (Battle of Marathon) to compare to the Roman Empire</p>
<b>Civilisation/ settlements</b>	<p>Know different types of homes from past and present day</p>	<p>Know what a settlement is</p> <p>Know that London has been a large settlement in England for a long time</p>	<p>Know how the layout of London contributed to the Great Fire</p>	<p>Know how settlements changed from the Stone Age to Iron Age and why</p> <p>Know how the Romans changed Celtic settlements</p>		<p>The layout of Ancient Greek cities and Maya cities</p> <p>Compare Maya and Greek cities</p> <p>How Maya settlements</p>	<p>Explain the legacies of the Ancient Greeks (cities and architecture)</p>

						changed over time	
				Know what a civilisation is	Know why the Nile was so important to Ancient Egyptians	There was a hierarchy system in Ancient Greece  There was a hierarchy system in Maya civilisation	Know the reasons for the growth and decline of the Maya civilisation
<b>Religion</b>	Know that kings and queens are crowned in a church		There were two different churches (Catholic and Protestant)  The Gunpowder Plot happened because of a disagreement about religions	Religion was an important aspect of Stone Age to Iron Age and Anglo-Saxon life (Stonehenge and Sutton Hoo)  Ancient Egyptians believed in many gods and the afterlife	There are different explanations for Stonehenge  The main religion in Britain changed over time	Ancient Greeks believed in many gods and myths  The Mayas believed in many gods	

<b>Equality/ women throughout history</b>	Women and men can be kings and queens	Queen Victoria was a queen of England	Mary Seacole was treated differently because of the colour of her skin	Women and men were pharaohs  Queen Boudicca was the queen of the Iceni tribe and a rebel	Hilda of Whitby was an important female figure	Women and men were Maya leaders	The Suffragettes fought for women's rights
---	--	---	---	--	---	---------------------------------------	---