



North Clifton Primary School: Substantive Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2

Components	EYFS (Understanding the World)	Key Stage 1 Year A	Key Stage 1 Year B	Year A	Year B	Year C	Year D
<p>In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.</p>		<p>Year 3 and Year 4: building on the work studied in EYFS and Key Stage 1, children focus on specific periods of history gaining knowledge of each component including key terms. Year 5 and Year 6: make links between all topics and periods studied throughout Key Stage 2, gaining greater depth of knowledge and historical perspective about each component of the curriculum. They understand the key terms because they have studied them in a range of historical contexts.</p>					
<p>Power</p> <ul style="list-style-type: none"> Reasons / causes for invasions, battles and wars Consequences of wars Comparison between different periods of time / different countries: similarities and differences. Compare and contrast the different types of government in the past: in the UK and the ancient world: 	<p>Castles and Conflict</p> <p>Know about Bonfire night.</p> <p>Let's Celebrate: remembering events, losses in our past. (lost toys, old friends) link to commemoration and remembrance.</p>	<p>Victorian Times</p> <p>Know that Queen Victoria was a monarch who reigned for a long time (64 years) and that she is related to our present Queen (her great, great grandmother)</p> <p>Nurses - Florence Nightingale, Mary Seacole and Edith Cavell – know about the lives and achievements of the nurses, how they helped the soldiers and why we remember them today – link to commemoration and remembrance.</p>	<p>Castles and Conflict – The Great Fire of London</p> <p>Know that the king helped to put out the fire. Compare role of the monarch with our Queen today.</p> <p>Bonfire Night: Know that the reason for the gunpowder plot was to blow up the king in the houses of parliament.</p> <p>Earth and Space – Sun, sea and sand – Know</p>	<p>Roman Britain – Know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know why some tribes rebelled and some became allies of the Romans</p> <p>Know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over. Know how Britain was ruled before and after the Roman invasion. Know how Britain</p>	<p>Castles, Knights and Turrets: Know about the Battle of Bosworth and how the Tudor dynasty came to power. Know about Henry VIII and his break from the Roman Catholic church. Know about the conflict between Catholic Spain and Protestant England resulting in attack from the Spanish Armada.</p> <p>Anglo Saxons and Vikings: Know about the reasons each had for invading England. Know about tribes who lived in UK before invasions. Know that Anglo Saxon tribes often fought each other and why. Know</p>	<p>Journeys – World War 1 and 2 – Know the reasons for why the war started. Know how the wars affected Britain. Know about motivational campaigns led by the government – propaganda</p> <p>Ancient Civilizations – depth study Ancient Egypt: know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from the same family). Know how Ancient Egypt became so powerful.</p>	<p>Inventions / The Victorians – Know about Queen Victoria and the British Empire. Why was it the most powerful empire?</p> <p>Stone Age to Iron Age – Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes. Know that evidence found in burial site shows us that battles between tribes took place. Know some of the</p>

<p>differences and similarities</p> <ul style="list-style-type: none"> • How the way Britain / UK is ruled has changed / stayed the same throughout history. • Know how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest.) 		<p>Remembrance Day –know the reason we remember people who gave their lives in wars. Know why the poppy is a symbol of commemoration.</p>	<p>about Australia, their government and the head of state.</p> <p>Remembrance Day –know the reason we remember people who gave their lives in wars. Know why the poppy is a symbol of commemoration.</p>	<p>was ruled after the Romans left.</p> <p>Ancient Maya: Know the reasons why the Spanish conquistadors came to Mesoamerica and what the consequence was.</p> <p>Ancient Maya: Know about hierarchy in society know that the Ancient Maya lived in City States ruled by powerful kings.</p>	<p>the locations and reasons for the main battles between Anglo Saxons and Vikings and the significant kings and rulers.</p> <p>Know about hierarchy in society; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know the impact of Anglo-Saxon kingdoms and Danelaw on the UK today.</p> <p>Ancient Greece: Know that the Ancient Greeks wasn't a single country ruled by a single country, but was made up of a number of city-states. Know the reasons why there were city states and know about the different rulers. Know that two of the most powerful city states were Athens and Sparta. Know about Greek democracy. Know about the reasons for the wars between</p>	<p>Identify the issues relating to accurate recording of Egyptian chronology</p>	<p>reasons for the battles. Know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain.</p>
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<p>Progress</p> <ul style="list-style-type: none"> Know about significant inventions or events which changed societies Know why trade is important to cultures and civilizations Know about transport and trade routes in Britain's past; compare with trade routes in civilizations throughout the ancient world Know about significant inventions 	<p>Let's Celebrate Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali) Name the members of their immediate and extended family. Use photographs to talk about the past in their family. Know that photographs tell stories about our past</p> <p>Remembering events and losses in our past (lost toys, old friends.)</p>	<p>Toys and Games in the Past: compare toys from 10 years ago with toys today. How have children's lives changed, how have they stayed the same.</p> <p>Victorians – Know what it was like to live in North Clifton in Victorian Times. Compare home, school, transport, buildings, jobs and say how they have changed over time.</p> <p>Nurses- Florence Nightingale, Mary Seacole and Edith Cavell – compare hospitals in the past with hospitals today.</p>	<p>Castles and Conflict - The Great Fire of London. Know how London was totally reconstructed after the fire. Know about everyday life in the past in London and how it changed after the fire.</p> <p>Earth and Space – Know how space travel has developed with animals going to the moon and then humans.</p> <p>Sun, sea and sand – Know about: how people travelled to different holiday destinations in the</p>	<p>Roman Britain – Know about the effect the Roman empire had on Britain today. What did they leave behind? (Roads, towns, religion, buildings and structures, calendar, sewage system) Know about communication links which enabled trading; roads and sea routes</p> <p>Water – Once upon a raindrop: To know about the Titanic and how it was thought of as unsinkable.</p> <p>Ancient Maya - Know what goods they traded, who they traded with and</p>	<p>Castles, Knights and Turrets: Know about Tudor inventions such as portraits, the theatre, and the toilet and advanced eating habits. Know about the reformation – change from Catholic England to protestant.</p> <p>Anglo Saxons and Vikings: Know about Anglo Saxon settlements and place names and meanings behind them. Know about life as an Anglo Saxon and Viking and what achievements they made. Know how lives changed with the arrival of Christianity into Britain.</p>	<p>Journeys – World War 1 and 2 – Know how wars have changed over time.</p> <p>Ancient Civilizations – depth study Ancient Egypt: Know about the achievements of all early civilizations. And the impact on us today. Know about the importance of the river Nile as a trade route. Identify the crucial role of trade in Ancient Egypt's rise in power</p> <p>Land before time / Our Frozen Kingdom: Know the history of Polar exploration and how it has changed over time.</p>	<p>Inventions / The Victorians - Know about the industrial revolution (mills, bridges, ships) and how it rapidly developed the economy of the country. Know about the local area, particularly schools, and how education has changed throughout the years.</p> <p>Stone Age to Iron Age (comparison with Roman Britain):</p>

<p>which made it easier to trade (transport routes, methods of transport.)</p>			<p>past; how holidays and holiday entertainment have changed during the last 100 years.</p>	<p>how they traded (transport and trading routes.) Know the impact of trade on the Ancient Maya. Know about the impact of the Spanish explores and traders on the Ancient Maya. Know about Fairtrade today.</p>	<p>Know about Sutton Hoo findings and how we know so much about this period. Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society.</p> <p>Ancient Greece Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece. Know about achievements made by Ancient Greeks and how they are important today.(Democracy, buildings, maths, science) Know about the impact of Greece on the Western world.</p>		<p>Know about the growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves.</p>
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<p>People</p> <ul style="list-style-type: none"> Compare and contrast different societies and cultures in the UK and the ancient world: differences and similarities between the daily lives of different people: rich and poor; women and men; girls and boys. Compare the reasons why different people invaded and settled in Britain. Know why trade is important to cultures and civilizations. Know about different cultures and religion Know how Language has changed and adapted Know about Homes and how they have changed 	<p>Castles and Conflict: Use photographs to talk about their family's past Know that photographs tell stories about our past (holidays, transport, toys, jobs). Let's Celebrate: remembering events, losses in our past. (lost toys, old friends) link to commemoration and remembrance. – <i>this could include commemoration / celebration connected with the Royal family.</i></p> <p>Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali)</p>	<p>What Was it Like to live in North Clifton in Victorian Times? Know what I was like in a Victorian school compared to today. Know about Victorian houses and lifestyle.</p> <p>Nurturing nurses - Significant people: Know about Florence Nightingale, Edith Cavell and Mary Seacole and explain their greatest achievements. Know how they changed the lives of the people</p>	<p>Castles and conflict – Know about Samuel Pepys and his diary. They will compare London in 1666 to now</p> <p>Earth and Space – Tim. Peake and Neil Armstrong – their achievements</p> <p>Sun Sea and Sand – Australia focus: Know about Captain Cook and why he was special and how he helped people. Know about Grace Darling and George Stephenson.</p>	<p>Roman Britain – To know about Boudicca and how she led the Icini tribe. Know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain. Know about communication links which enabled trading; roads and sea routes.</p> <p>Ancient Maya: Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know what goods they traded, who they traded with and how they traded (transport and trading routes.) Know the impact of trade on the Ancient Maya. Know</p>	<p>Castles, Knights and Turrets: Know about Henry VIII and his wives. Know about the role of religion and the church and how it shaped the lives of the people. Know about the different levels of society in Tudor times. Know about Tudor crime and punishment. Know about Tudor architecture.</p> <p>Anglo Saxons and Vikings: Know the reasons why Angles, Saxons and Jutes came to Britain and settled. Know about King Alfred the Great, Edward the Confessor, King Cnut and King Athelstan and explain why they were important. Know about Bede and St Augustine and how they changed / developed religion.</p>	<p>Journeys – World War 1 and 2 – Know the impact of some of Britain's wars on our local area. Know about wars across history (Mary Seacole) Know about the Blitz and evacuations and the effect they had on the people. Know how the war affected our local area.</p> <p>Ancient Civilizations with focus on Ancient Egypt: To investigate and compare Ancient Egyptian society with other ancient civilizations. To investigate the beliefs of the people.</p> <p>Land before time / Our Frozen Kingdom: Know about Ernest Shackleton and his Endurance expedition. Was</p>	<p>Inventions / The Victorians Ancient Civilizations – depth study Ancient Egypt - Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p> <p>Victorians - Know about Victorian schools and how they have changed. Focused study on North Clifton school over time.</p> <p>Stone Age to Iron Age (comparison with Roman Britain): hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p>
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				about the impact of the Spanish explores and traders on the Ancient Maya.	Ancient Greece and Anglo Saxons and Vikings Know about: -hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion. Know about Alexander the Great's role in spreading Greek culture. Know how to draw comparisons with other cultures.	he a good leader?	
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