

History Progression and Core Knowledge 2022-2023

The intent is to support the creation of confident and knowledgeable young historians and geographers, and to have learning experiences that promote an enthusiasm for and enjoyment of these subjects.

The KS1 curriculum builds disciplinary knowledge through a focus on developing subject specific concepts, like evidence and decision making, so that children enter KS2 ready to engage with more substantive knowledge, and leave primary school ready for the secondary school Humanities curriculum.

By providing a chronological approach to History units covered in KS2, children will experience a sense of their British and cultural identities in a global context, across time.

Early Years Foundation Stage

Children in Reception will learn to..

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.

Core Knowledge EYFS

Term 1
All About
Me

- To identify the changes that have happened to them since they were babies
- To talk about past experiences

Term 2
Ant to
Elephant

- To understand the Christmas story was set in the past

Term 3
Transport

- To show an understanding of how people travelled in the past

Term 4

- To identify and discuss the process of the life cycle of a plant and caterpillar

Spring to life	
Term 5 From Farm to Fork	<ul style="list-style-type: none"> ● How people cooked in the past
Term 6 Coast to country	<ul style="list-style-type: none"> ● To learn songs from the past (I do like to be beside the seaside and listen to organs) ● To understand that seaside trips looked different in the past

	Year 1	Year 2
To investigate and interpret the past	<ul style="list-style-type: none"> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as: What was it like for people? What happened? How long ago? ● Use artefacts, pictures, stories, online sources and databases to find out about the past. ● Identify some of the different ways the past has been represented.
To build an overview of world history	<ul style="list-style-type: none"> ● Describe historical events. ● Describe significant people from the past. 	<ul style="list-style-type: none"> ● Describe historical events. ● Describe significant people from the past. ● Recognise that there are reasons why people in the past acted as they did.
To understand	<ul style="list-style-type: none"> ● Label timelines with words or phrases such as: past, present, older and newer. ● Recount changes that have occurred in their own lives. 	<ul style="list-style-type: none"> ● Place events and artefacts in order on a timeline. ● Label timelines with words or phrases such as: past, present, older and newer.

chronology		<ul style="list-style-type: none"> ● Recount changes that have occurred in their own lives. ● Use dates where appropriate.
To communicate historically	<ul style="list-style-type: none"> ● Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, past, present, then, now years, decades and centuries to describe the passing of time. 	<ul style="list-style-type: none"> ● Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. ● Show an understanding of the concept of nation and a nation's history. ● Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Learning Outcomes Years 1 & 2

	<ul style="list-style-type: none"> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as: What was it like for people? What happened? How long ago? ● Use artefacts, pictures, stories, online sources and databases to find out about the past. ● Identify some of the different ways the past has been represented. ● Describe historical events. ● Describe significant people from the past. ● Recognise that there are reasons why people in the past acted as they did. ● Place events and artefacts in order on a timeline. ● Label timelines with words or phrases such as: past, present, older and newer. ● Recount changes that have occurred in their own lives. ● Use dates where appropriate. ● Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. ● Show an understanding of the concept of nation and a nation's history.
--	--

- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace.

Core Knowledge Years 1&2

Term 1

Great Fire of London

- How can we safely build a fire?
 - Don't touch the fire or play too close to the fire. Have a first aid kit ready.
 - Place stones and leave two metres' space around the campfire. Have water ready
 - Leave plenty of space around the fire. Keep fuel away from the fire
- What were the problems with London in 1666?
 - Houses close together.
 - Houses made of flammable materials.
 - Slow response to put fire out.
- What happened and how do we know?
 - Eyewitness accounts
 - Diary entries

Term 2

- How can we safely build a fire?
- What were the problems with London in 1666?
- What happened and how do we know?

Term 3

Term 4

Term 5	<u>Travel and transport</u> <ul style="list-style-type: none"> ● How did the wheel begin to change lives? ● How much has changed? ● Did everyone welcome the railways?
Term 6	<ul style="list-style-type: none"> ● How did the wheel begin to change lives? ● How much has changed? ● Did everyone welcome the railways?

	Year 3	Year 4
To investigate and interpret the past	<ul style="list-style-type: none"> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe changes that have happened in the locality of the school throughout history. 	<ul style="list-style-type: none"> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history. ● Describe changes that have happened in the locality of the school throughout history.
To build an overview of world history	<ul style="list-style-type: none"> ● Give a broad overview of life in Britain from ancient until mediaeval times. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> ● Give a broad overview of life in Britain from ancient until mediaeval times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology	<ul style="list-style-type: none"> ● Place events, artefacts and historical figures on a timeline using dates. ● Understand the concept of change over time, representing this, along with evidence, on a timeline. ● Use dates and terms to describe events. 	<ul style="list-style-type: none"> ● Place events, artefacts and historical figures on a timeline using dates. ● Understand the concept of change over time, representing this, along with evidence, on a timeline. ● Use dates and terms to describe events.
To communicate historically	<ul style="list-style-type: none"> ● Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. 	<ul style="list-style-type: none"> ● Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. ● Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Years 3&4		
<ul style="list-style-type: none"> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history. ● Describe changes that have happened in the locality of the school throughout history. ● Give a broad overview of life in Britain from ancient until mediaeval times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ● Place events, artefacts and historical figures on a timeline using dates. ● Understand the concept of change over time, representing this, along with evidence, on a timeline. ● Use dates and terms to describe events. ● Use appropriate historical vocabulary to communicate, including: ● dates ● time period ● era ● change ● chronology. ● Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		

Core Knowledge Years 3&4

Term 1

PREHISTORIC BRITAIN

Core knowledge

• **What were Woolly Mammoths used for?**

Meat

Clothing

Tusks for tools

• **What are the 3 eras of the Stone Age?**

Palaeolithic era

Mesolithic era

Neolithic era

• **What Stone Age tools were there?**

Hand axe

Hammer stones

Spear

Term 2

•

Term 3

SHANG DYNASTY

Core knowledge

• **Where was the Shang Dynasty?**

China

• **Who was Fu Hao and what did she do?**

Page 11 of teachers handbook

Fu Hao was a general from a neighbouring tribe. She led the Shang armies. She beat the Tu Fang tribe, who the Shang had fought for hundreds of years.

• **How did the Shang Dynasty end?**

Page 17 of the teacher handbook

King Wu sent a tribe to take down the emperor, King Zhou. Many of the Shang soldiers gave up straight away as they didn't want to fight for their cruel ruler, Zhou.

Zhou knew it was a fight he wasn't going to win so took his treasures and burnt them, along with his palace with him inside.

Term 4	•
Term 5	<p>ANCIENT GREECE</p> <p><u>Core knowledge</u></p> <ul style="list-style-type: none"> • What do Hellenes and Hellas mean? <p>Page 4 teacher handbook Hellas was the name used to describe modern Greece Hellenes were used to describe the people of Hellas</p> <ul style="list-style-type: none"> • Who was able to vote in Greek democracy? <p>Everyone - page 7 teacher handbook</p> <ul style="list-style-type: none"> • What do the gods tell us about what was important to the Ancient Greeks? <p>There were many Greek gods, and the twelve Olympians were the most important ones. Each god had power over a particular area of life - Page 10 teacher handbook.</p>
Term 6	

	Year 5	Year 6
To investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

		<ul style="list-style-type: none"> ● Understand that no single source of evidence gives the full answer to questions about the past. ● Refine lines of enquiry as appropriate.
To build an overview of world history	<ul style="list-style-type: none"> ● Identify continuity and change in the history of the locality of the school. ● Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> ● Identify continuity and change in the history of the locality of the school. ● Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. ● Compare some of the times studied with those of the other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> ● Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ● Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> ● Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ● Identify periods of rapid change in history and contrast them with times of relatively little change. ● Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. ● Use dates and terms accurately in describing events.
To communicate historically	<ul style="list-style-type: none"> ● Use appropriate historical vocabulary to communicate, including: ● dates ● time period ● era ● chronology ● continuity ● change ● century ● decade ● legacy. 	<ul style="list-style-type: none"> ● Use appropriate historical vocabulary to communicate, including: ● dates ● time period ● era ● chronology ● continuity ● change ● century ● decade ● legacy. ● Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ● Use original ways to present information and ideas.

Learning Outcomes Years 5 & 6

	<ul style="list-style-type: none"> ● Use sources of evidence to deduce information about the past. ● Select suitable sources of evidence, giving reasons for choices. ● Use sources of information to form testable hypotheses about the past. ● Seek out and analyse a wide range of evidence in order to justify claims about the past.
--	---

- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Core Knowledge Years 5&6

Term 1

- **How did the Benin Kingdom begin?**

Page 4 teacher handbook

The Benin Kingdom in West Africa was created, when the people who lived there, called the Edo, made large clearings in the rainforest and joined many villages together. It later became known as Benin, with the capital Benin City

- **What was life like for the Edo people in the Benin Kingdom?**

The city was wealthy and industrious. It was well governed that theft is unknown, and the people live in such security that they have no doors to their houses.

Most people lived in villages in the rainforest, they grew their own crops, hunted their food and gathered plants, herbs and spices for cooking. They were very self-sufficient.

- **How were trade links established and what goods were traded?**

The Portuguese were the first Europeans to visit Benin and originally traded in enslaved people.. They then built relationships and traded in Brass manilla bracelets from Europe Cowrie shells from Europe (which African rulers used as money)

Term 2

Term 3

- **Why was there a succession crisis in 1066?**

Edward the confessor never married or had children. This meant that he had no successor to rule England after his death. When Edward died in 1066, there were three people who all thought that they should be king.

- **Who was responsible for the death of Thomas Becket?**

When Becket finally returned to England. He banned three bishops who supported Henry from the Church. In a rage, Henry shouted about how he wanted to be rid of Becket. Four of his knights assumed that Henry wanted Becket killed. They rode to Canterbury and murdered Becket in front of the cathedral altar. When Henry heard what had happened, he was deeply sorry

- **Which king was worse, John or Richard?**

Richard was a popular king among the English people, who saw him as a victorious knight. However, he left behind a country that had spent most of its money on foreign wars.

John was Richard's younger brother. Unlike his brother, he was not a popular king. He was said to be vain, jealous and revengeful. He introduced new taxes and didn't follow the same laws others did.

He also disagreed with the pope over who would become the archbishop.

Term 4	
Term 5	<ul style="list-style-type: none">● How have people fought for civil rights in Britain? People campaigned for civil rights in a number of ways like protests, strikes and boycotting.● What was the Bristol Bus Boycott? The Bristol Omnibus Company, hired Black and Asian people to work in the company's canteens but were not allowed to work on the buses as conductors or drivers. They were also on considerably less money. A group of people asked the population of Bristol not to use the buses as a non-violent protest. It put pressure on the bus company to end discrimination.● What was the Grunwick Strike? The Grunwick factory employed many Asian women as they were seen to be harder working and the factory could pay them less. A worker walked out and refused to work anymore and urged workers to join trade unions for better working conditions.
Term 6	