



History Knowledge and Skills Progression

Year Group	Coverage	Vocabulary
<p style="text-align: center;">EYFS</p> <p style="text-align: center;">(History threaded throughout the year in all themes)</p>	<ul style="list-style-type: none"> - Children talk about past and present events in their own lives and in the lives of family members. - They know that other children do not always enjoy the same things and are sensitive to this. - They know about similarities and differences between themselves and others, and among families, communities and traditions. - Individual interactions between children or children and adults. - Following children’s interests and questions. - Knowing the child, mindful of the journey they are on building on prior learning and understanding, building on and developing/extending vocabulary. - Transition from home to nursery and into year 1. - In the moment interactions i.e. ‘my mummy has had a baby’. Look at photographs family have shown. - How people celebrate significant events i.e. birthdays, Chinese New Year. - Beginning to use historical based language – language associated with the passage of time: <i>the visual timetable, storytelling, news time, recalling visits and prior learning through photos/pictures/own mark making/writing/pictures.</i> - Developing a sense of historical enquiry; <i>How old are you? When did you go there?</i> - Comparison and contrast, similarity and differences, variety; <i>lifecycles/farm/senses/rhymes/PSED circle times/seasons</i> - Historical narrative and sequence and a sense of chronology and duration; <i>as above</i> - An introduction to handling artefacts and the use of evidence: <i>Baby toys, hot seating, curiosity approach</i> <p>ELGs</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society 	<p>Historical Vocabulary</p> <p>today, tomorrow, yesterday, past, present, morning, afternoon, evening</p> <p>Key concepts</p> <p>now/then old/new long ago time</p>



- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in the class and storytelling.



<p>Year 1</p> <p>Skills and knowledge will be taught through the themed topics TOYS</p> <p>SIGNIFICANT EVENTS and PEOPLE</p> <p>LOCAL ENVIRONMENT</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To know that history is learning about the past and that stories and objects can teach us about the past. - To know words relating to the passing of time. - To know the key events that have happened in my life so far since I was born. - To know about what life was like when my parents and grandparents were younger. <p>Links to topic Toys -Know how and why toys from the past differ Visit Tullie house museum for “Toys” workshop to develop understanding of how things change as they age</p> <p>Links to topic Significant Events and people Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale, William Caxton and Tim BernersLee, PieterBruegel, L.S.Lowrey, Rosa Parks and Emily Davison, Boudicca, Nelson Mandella, Martin Luther King</p> <p>Links to topic Local environment, why do we wear poppies and why do we visit the war memorial What is the story of Moresby hall and why was someone hiding in the priest hole. Why are their names and dates on the stones in the church yard, why are the stories of the bible told in pictures on the stained glass windows? What used to be beside the church? Roman fort visit to Maryport fort</p> <p>Events linked to festivals-throughout the year. Mothering Sunday Victorian servants, May Pole link to pagan celebration, June-origin of names of months and day names, Summer solstice early settlers in local area, October origins of Halloween, Guy Fawkes, Diwali-origins, Hannuka- origins, Winter solstice,</p>	<p>Historical Vocabulary then, now, old, new, before, after, past, present, similar, different, time, history, artefact</p> <hr/> <p>Key Concepts old/not old new/not new then/now</p> <hr/> <p>Topic Specific Vocabulary Materials, not invented yet, handmade, home made, factory made Equality, freedom, fairness, quality of life, poverty, wealth human rights A partite, gender inequality Racism Parliament</p>
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Skills:

- To sort objects and pictures into 'then' and 'now'.
- To ask and answer questions related to different pictures and objects.
- To use artefacts as clues to find out about the past.
- To label different artefacts.
- To sequence events into a chronological order.
- To use common words and phrases related to the passing of time, for example before,



	<p>after, past, present, then, now.</p> <ul style="list-style-type: none"> - To use a range of sources to find out about significant people and why they did things in the past. - To begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawings. 	
<p>Year 2</p>	<p>Knowledge: To know that history is learning about the past and I can use a range of words to describe the passing of time. Festival links-New year -How do the date numbers link to birth of ChristAD BC, Who was St Valentine?</p> <ul style="list-style-type: none"> - Mothering Sunday To know who the Victorians were and what life looked like for them (e.g. lives for children, schools, and Victorian inventions, including transport). Look at photo of train track across road in Lowca, clues? History of train building in Lowca. 	<p>Historical Vocabulary before, after, past, present, then, now, chronological, event, compare, change, artefact</p>
	<p>TOYS topic To know how significant events influenced the toys children played with. Explore why some toys are still played with Ancient Egyptian marbles, Victorian dolls, Edward Kennedy link to teddy bears, tanks, aeroplanes, trains.</p> <p>SIGNIFICANT PEOPLE topic To know significant people have helped our world and how things have changed where we live (Alexander Graham Bell sound topic, Battersea dogs home Pets topic,</p> <ul style="list-style-type: none"> - Timeline of materials(materials topic) -from stone age, bronze age, iron age - Journeys topic- timeline of transport sort in chronological order - Space topic- turning point leading to good bad events satellite communication, drone strikes, navigation, operations performed via satellite, space garbage , - Pirates topic- Elizabeth I and Christopher Columbus How ships change - Dinosaurs topic- How do we know about the past? How do things change over time- animals, rocks 	<p>Key Concepts before/after similar, different</p>
	<p>Skills:</p> <ul style="list-style-type: none"> - To use a range of sources to find out about the past, including 	<p>Topic Specific Vocabulary</p> <p>Children – rich, poor, work, factories, disease, rocking horse, dolls, hopscotch, marbles,</p>



photographs and artefacts, people's stories/recounts.



- To begin to discuss which sources of information are the most useful.
- To ask and answer questions about the past to find out answers.
- To sequence events, photographs and artefacts into chronological order.
- To compare photos of people or events in the past, to identify differences in the ways of life.
- To imagine how people in the past thought or felt.

spinning top
Thomas Barnado
 – doctor, children’s homes, homeless, better life, Barnado’s charity, cholera, free education, Stepney Causeway

Transport – steam, train, railway, track, steam ship, tyres, Penny Farthing bicycle, motor car
Inventions – intervention, telephone, stamp, post box, electric light bulb, steam ship, railway

Historical Figures

Queen Victoria
 Alexander Graham Bell
 Lord Shaftsbury
 Dr Thomas Barnardo

	<p><u>Skills: year 3</u></p> <ul style="list-style-type: none"> - To use sources of information, including ICT, to find out about events, people and changes. - To select and record relevant information. - To sequence several events into periods of time. - To use dates and vocabulary related to the passing of time to place the time studied onto a timeline. - To find out about lives of people in the time period studied and compare with our lives today. - To recognise similarities and differences between periods of time. - To ask and answer different questions. - Explore religious history and draw links through annual festivals e.g. pagan-solstices, Norse-festival of Jul(Yule) ,Roman-Valentine’s day, Political/religious - the gunpowder plot, Military-Rememberance Sunday 	<p>Historical Vocabulary chronology, sources, connections, contrasts, time periods, prehistoric artefact, BC, AD</p>
	<p><u>Skills:yr4</u></p> <ul style="list-style-type: none"> - To use and evaluate sources of information, including ICT, to find out about events, people and changes. - To use the relevant material to build up a picture of a past event and consider the reliability of the source /bias - To ask and answer a variety of questions about the past. - To place events, people and changes into correct periods of time on a timeline. - To use terms related to the period and begin to date events. - To identify key features of people’s lives or key features of events. - To study different aspects of life of different people (e.g. men and women). - To look for links and effects in the time period studied and offer reasonable explanations. - To identify and describe reasons for and results of historical events, situations and changes in the period studied. - To identify different ways in which the past is represented and interpreted._ 	<p>Key Concepts Prehistoric life Survival</p>
	<p><u>Skills:year5</u></p> <ul style="list-style-type: none"> - To select and combine relevant information from different sources. - To use the evidence collected to build up a picture of life in the time studied. - To place events, people and changes into correct periods of time. 	<p>Topic Specific Vocabulary</p> <p>Prehistoric, Palaeolithic, Mesolithic, Neolithic, homosapiens, hunter gatherers, thatched roof, Skara Brae, spears, flint, fur pelt, archaeologists, tribe, sinew, Stone Age, hunter gatherers, mammoth, weapons, tools, spears, flint, caves, cave paintings, fine bone needle , Bronze Age, Ironage</p>



- To make comparisons between different time periods.
To use dates and a range of vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.

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	<p>- To begin to give reasons for and results of the main events and changes during a time period.</p> <p><u>Year 6 skills:</u></p> <ul style="list-style-type: none"> · To recognize primary and secondary sources. · To use, evaluate and link a range of sources to find out about an aspect of the past. · To suggest omissions and the means of finding out. · To use the knowledge gathered to work out how conclusions were arrived at. · To place current study on a timeline in relation to other studies, to sequence up to 10 events. · To use relevant dates and terms related to the passing of time. · To use evidence to support and illustrate an explanation on the causes and effects of a past event. <p style="padding-left: 40px;">To use depth of factual knowledge to describe past societies and periods, and begin to make links between them.</p>	<p>farming, metals</p>
<p><u>See our 4 year rolling programme for when pupils learn about each topic in the columns below.</u></p> <p>The Romans</p>	<p>- To explain what an ancient civilisation is and give some examples.</p> <p>- To know that our knowledge of the past is constructed from a range of sources.</p> <p>- To explain connections and contrasts over time including comparing some ancient civilisations.</p> <p>Knowledge learned in Roman topic of study</p> <ul style="list-style-type: none"> - To have a chronologically secure knowledge and understanding of the different time periods within the Roman era and can remember some key dates. 	<p>Historical Vocabulary</p> <p>Civilisation, influence chronological, artefacts, sources, contrasts, connections, time period, era, timeline, culture, ancient, modern, BC, AD</p>



- To know about the Roman Empire, its impact on Britain and the reasons why they wanted to invade.
- To know about Roman armies and the daily life of soldiers (including Centurions and foot soldiers, uniform and equipment, rewards and punishments and food and rations).
- To know what life was like for different people in Roman Britain (e.g. emperors, governors, slaves, gladiators, women/men and children).
- To know about different Roman inventions and creations and how these influenced the world we live in today (e.g. Roman roads, aqueducts, numerals, baths,

Key Concepts
Similar/different
Compare/contrast
Power
Civilisation
Control



	<p>buildings/architecture, calendars and the introduction of Christianity).</p> <ul style="list-style-type: none"> - To have an understanding of aspects of life in Ancient Greece, including their Gods military advancements way of life and how that was admired and absorbed into later Roman culture and their achievements and their influence on the western world. - To compare and contrast life in Roman Britain to other ancient civilisations. Julius; Caesar's attempted invasion in 55-54BC <p>The Roman Empire and its local legacy fort in Maryport and Lowca, Successful invasion by Claudius Hadrian's wall visit Carlise's Tullie House for Roman workshop</p> <p>"Romanisation of certain sites and the impact of technology, culture and beliefs including Christianity -Emperor Constantine</p> <ul style="list-style-type: none"> - British resistance- Boudica 	<p>Topic Specific Vocabulary</p> <p>empire, emperors,</p> <p>armies, weapons, shields, empire, Europe, Rome, gladiators, centurion, governors, aqueducts, Christianity, drill, resources, rations, fort, slavery</p>
	<p>Historical Figures</p> <p>Julius Ceaser Boudica Claudius</p>	



		<p>Historical Figures Norse Gods Egbert King of Wessex Harold Hardrada Alfred the Great Cnut the Great</p>
<p>Changes in our locality and the Industrial Revolution</p>	<p><u>Knowledge learned in the topic Changes in our locality :</u></p> <ul style="list-style-type: none"> - To know how to use different sources to learn about the past and evaluate them. - To understand the role of a Historian and to follow/apply some of their methods. - To know where a range of different time periods studied across KS1 and KS2 would fit onto a timeline. - To know how Carlisle has changed over time focusing on periods of significant change: Agricultural Revolution, Industrial Revolution, Victorian era, 1980's, modern day. 	<p>Historical Vocabulary</p> <p>connection, contrast, trend, change, continuity, cause, effect, similarity, difference, significance, source, peasants, consequences, economic history, social changes</p>



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Stone age- iron age

- To know what the Industrial Revolution was and the significance it had in changing the lives of people and the landscape of our local area.
- To know some significant dates surrounding the Industrial Revolution and to place key events on a timeline.
- To know that the Industrial Revolution had a significant impact on land use and farming.
- To know how some features of our local area provide evidence of the once thriving coal and steel industry Whitehaven and Workington.
- To understand the impact and significance of coal mining in our local area.
- To understand the term 'mortality rate' and to explain how this was affected by the heavy industry in Whitehaven using census material.
- To know about the mining disaster in 1910 and how the unions tried to improve working conditions
- To know about the mining strikes that occurred in Britain in the 1980's and to explain bias in reporting the views of different groups of people (police, miners, steel workers). To know about the Battle of Orgreave and consider propaganda and language bias in the evidence.

Knowledge learned in the Stone Age to Iron age topic:

- To know that our knowledge of the past is constructed from a range of sources.
- To begin to explain some connections and contrasts between different time periods.
- To have a chronologically secure knowledge and understanding of the different time periods within the Stone Age.
- To know that the Stone Age is the name given to the earliest period of human culture.
- To know that there were different periods in the Stone Age– **Palaeolithic, Mesolithic** and **Neolithic**.
- To know that prehistoric means the time before recorded history.
- To know that stone tools were first used in this period, and shelters were developed.
- To know about the daily life of people in the Stone Age (e.g. diet, jobs, weapons, housing).
- To know that the Bronze Age and Iron Age followed the Stone Age and that

(primary and secondary)
inference, patterns

Key Concepts

cause and effect

Topic Specific Vocabulary

environment, industry, land, mine, infrastructure, survey, omission, bias propaganda society, Industrial Revolution, industrialise, natural resources

Historical Figures

Skara Brae



these periods were characterised by the introduction of new materials and tools being used in Britain.

- To know some of the changes that took place in Britain during the Bronze Age and Iron Age and the impact of these changes e.g. transport, homes and farming.
- Visit iron age hill fort at Bassenthwaite and learn about tribal kingdoms, farming art and agriculture



The Mayan Civilisation (linked to Mexico theme)

Knowledge:

- To know some key dates linked to the study of the Mayan civilisation c. AD 900.
- To use, evaluate and link a range of primary and secondary sources to find out about the Mayan civilization such as information texts and documentaries, artefacts and artistic depictions.
- To know about some key aspects of the Mayan civilisation, focusing on the culture of people living at that time such as music, art and religion.
- To compare the ways of life in the Mayan Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them.

Historical Vocabulary

connection, contrast, similarity, difference, significance, source (primary and secondary) inference, patterns, civilisation

Historical Figures

Christopher Columbus

<p>Scots' invasion from Ireland, Anglo Saxons and the Norse people up to the time of Edward the Confessor</p>	<p><u>Knowledge learned in the topic Scots' invasion Anglo Saxons and the Norse People up to the time of Edward the confessor</u> Roman withdrawal in 410 AD Scots invasion from Ireland to Northern Britain (now Scotland)</p> <ul style="list-style-type: none"> - To know that our knowledge of the past is constructed from a range of sources. - To explain the fall of the Roman empire and some of the reasons behind this. - To know where the Anglo Saxons and Vikings came from and why they invaded Britain. - To can explain connections, contrasts and trends throughout Britain's history of invasion and develop the use of historical terms (e.g. reasons for Anglo Saxon and Viking invasion comparing to the reasons the Romans invaded Britain, reactions to invasion). - To have a chronologically secure knowledge and understanding of the Roman, Anglo- Saxon, Viking and Norman invasions of Britain and the impact they had. - To know about some Anglo Saxon and Viking settlements and the areas of 	<p>Historical Vocabulary Historical source, primary source, biased, unbiased, trustworthy, untrustworthy, invasion, fall of an empire, BC, AD, century, decade</p> <hr/> <p>Key Concepts Cause and consequence, Invasion</p>



Britain that they inhabited. Links between language and place names

- To know about Anglo-Saxons lifestyle, culture, art and achievements and understand the impact they had on Britain (e.g. impact on Roman buildings, rebuilding of communities, impact on language, religion, art).
- To know about Viking raids and their invasion of Britain including the resistance of Alfred the Great.
- To know about the lifestyle of the Vikings and their achievements and understand the impact they had on Britain (e.g. trade networks, place/road names, development of communities, development of transport- longships, skilled craftsmanship including development of tools and use of different materials and processes- leather, dying, weaving, sewing).
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Topic

Specific

Vocabulary

Anglo Saxons,
Vikings, Normans,
invade, empire,
pillage, raid,
chronological,
timeline, culture,
civilisation,
artefacts, armies,
weapons, sword,
shield, helmet,
tapestry, long ship,
Jutes, Tribes,
Sutton Hoo, Norse,
thatched,
Lindisfarne,



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