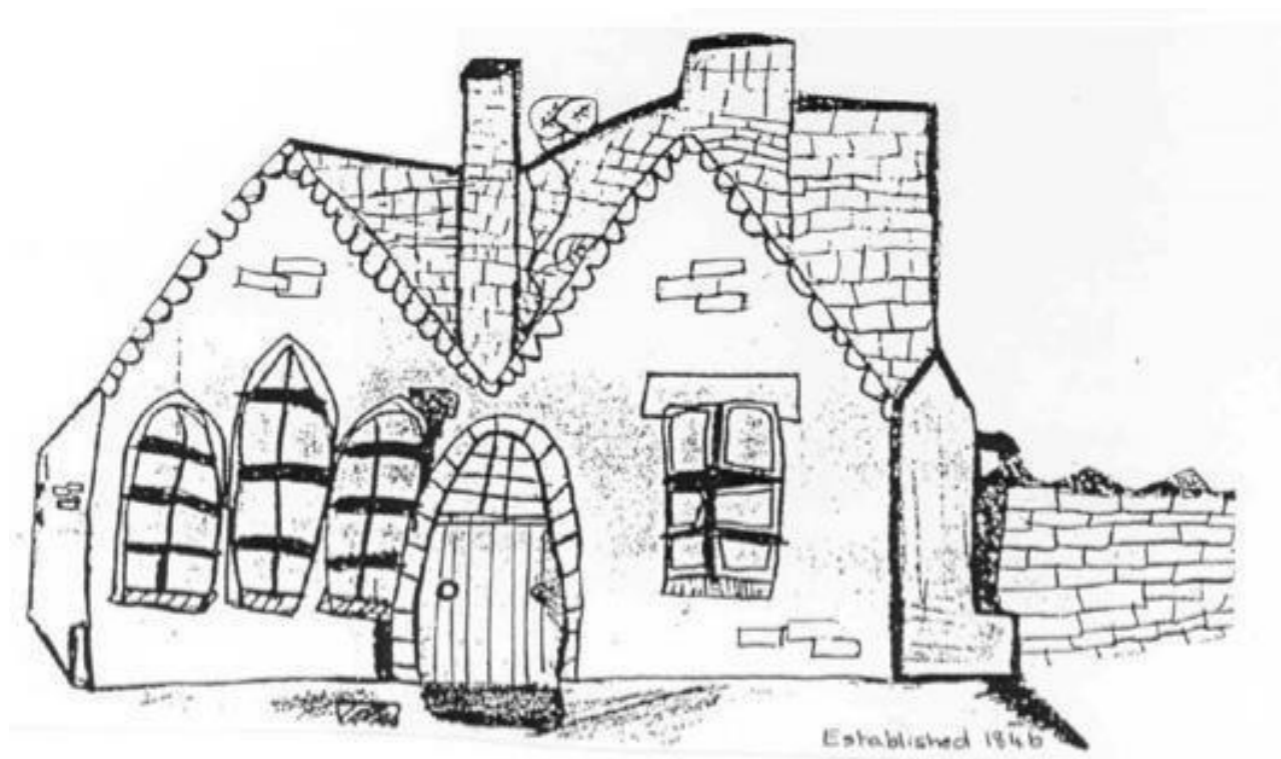




# History Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local. National and global community.

*‘Fullness of life for all, through working together with the love of Christ.’*

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

*‘The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.’*

**Be kind, be fair, be thankful.**

*Fullness of life for all, through working together with the love of Christ.*

## PROGRESSION of KNOWLEDGE MAP – History knowledge at Quinton Church Primary School

National Curriculum Outcomes							
EYFS	Key Stage 1		Key Stage 2				
<p><b><u>Understanding the World</u></b> <b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>				
Core Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events</li> </ul>	<p><b><u>TOYS IN TIME</u></b> <b>Autumn 2</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• How to distinguish between old and new</li> <li>• An understanding of chronological order</li> <li>• How to order artefacts on timelines</li> <li>• How toys have changed over time – going back two generations</li> <li>• How the materials toys are made of can tell us how old they are.</li> <li>• How toys have changed due to technology – mechanical vs battery powered.</li> </ul>	<p><b><u>KINGS &amp; QUEENS</u></b> <b>Autumn 1</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• What a monarch is</li> <li>• Why King William is known as 'William the Conqueror'</li> <li>• Why King John is known as 'Bad King John'</li> <li>• Comparison of who was more powerful King Henry VIII or Queen Elizabeth I</li> <li>• Who Charles I was and what was the English civil war.</li> <li>• What the monarchy does today.</li> </ul>	<p><b><u>STONE, BRONZE &amp; IRON AGE</u></b> <b>Autumn 2</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>* How do artefacts inform us about prehistory in Britain.</li> <li>* How did life change during the Stone Age in Britain.</li> <li>* What life was like in Bronze Age Britain.</li> <li>* What life was like in Iron Age Britain.</li> <li>* What does Stonehenge tell us about prehistoric Britain.</li> <li>* How did prehistoric beliefs and rituals change.</li> </ul>	<p><b><u>THE ROMANS</u></b> <b>Autumn 1</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>* Who were the Romans and why did Julius Caesar want to invade Britain.</li> <li>* Who were the Britons and why did Claudius invade Britain in 43CE.</li> <li>* Why was the Roman army so successful in spreading the Roman Empire.</li> <li>* Who was Boudicca and how did she challenge Roman rule in Britain.</li> <li>* How did the Romans try to defend the land they took while taking more.</li> <li>* What caused the decline of Roman Britain</li> </ul>	<p><b><u>ANGLO SAXON &amp; SCOTS</u></b> <b>Autumn 1</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>* What happened after the Romans left.</li> <li>* How do we know about the Anglo-Saxons.</li> <li>* How was Anglo-Saxon England ruled.</li> <li>* What daily life was like for the Anglo-Saxons.</li> <li>* How the Anglo-Saxons converting to Christianity change England.</li> <li>* Why is King Alfred known as Alfred the Great.</li> </ul>	<p><b><u>ANCIENT EGYPTIANS</u></b> <b>Autumn 1</b></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• Kingdoms of Egypt – Old, Middle and New</li> <li>• Notable Pharaohs – Ramesses II and Cleopatra</li> <li>• Ancient Egypt's societal structure</li> <li>• The importance of the River Nile in relation to landscape and what it provided</li> <li>• The Giza Pyramids</li> <li>• The who and how of the building of the pyramids</li> <li>• Egyptian beliefs – Gods, Afterlife, Mummification</li> <li>• The extent of artefacts the Ancient Egyptians left</li> </ul>

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	encountered in books read in class and storytelling.				and the end of Roman rule.		behind which created a rich historical knowledge base for modern day  ANCIENT GREEKS to be taught in 2027 – 2028 <b>Pupils will acquire the following historical knowledge throughout the unit:</b> * Who were the first Greek civilisations and how do we know about them. * How was Ancient Greece ruled. * Why were the Persian Wars and democracy part of the Golden Age of Greece. * Who were the Athenians and Spartans, and how did they compare. * What did Alexander the Great achieve and why was he influential. * Why are some of the achievements of the Ancient Greeks still important today.
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		<p><b><u>TRANSPORT &amp; TRAVEL</u></b> Spring 1 &amp; 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• How people used to travel in the past.</li> <li>• How to compare and contrast old modes of transportation with how we travel today.</li> <li>• An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air</li> <li>• Significant events and people, such as the Wright brothers and the first space flight in 1961</li> <li>• How transport might change and what it could look like in the future</li> </ul>	<p><b><u>THE GREAT FIRE</u></b> Autumn 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• What London was like in 1666</li> <li>• The key events of the Great Fire of London</li> <li>• How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn</li> <li>• Why the fire spread so quickly</li> <li>• The damage the fire caused</li> <li>• How London changed after the fire</li> </ul>	<p><b><u>ANCIENT EGYPTIANS</u></b> Summer 1 &amp; 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>* When and where was Ancient Egypt.</li> <li>* Why was the River Nile important.</li> <li>* Who ruled Ancient Egypt.</li> <li>* Why did Ancient Egyptians build pyramids.</li> <li>* How was Ancient Egyptian society structured.</li> <li>* What are hieroglyphics.</li> <li>* What gods did Ancient Egyptians believe in.</li> <li>* What Ancient Egyptians believe about the afterlife.</li> <li>* How do we know about the Ancient Egyptians.</li> <li>* What did Ancient Egyptians discover.</li> </ul>	<p><b><u>ROMAN BRITAIN</u></b> Autumn 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain</li> <li>• What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads.</li> <li>* What can we learn about Roman Britain by investigating an archaeological site.</li> <li>* How did the Romans link together the places they ruled.</li> <li>• Roman beliefs – Gods and Goddesses and Christianity</li> <li>• Influence of the Romans on our words and numbers – Latin and Roman Numerals</li> </ul>	<p><b><u>VIKINGS</u></b> Autumn 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>* Who were the Vikings.</li> <li>* How do historians know how the Vikings traded.</li> <li>* What were the Viking raids and why were they so successful.</li> <li>* What was the Danelaw.</li> <li>* How did England become a unified country.</li> <li>* Did the Vikings rule England.</li> </ul>	<p><b><u>CONFLICT &amp; RESOLUTION</u></b> Spring 1 &amp; 2</p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• How did the First World War begin and why did Britain fight.</li> <li>* Who fought for Britain in the First World War.</li> <li>* What was trench warfare.</li> <li>* What did women do during the First World War.</li> <li>* How did the First World War end and what followed.</li> <li>* Why did a second world war break out in 1939.</li> <li>* How did Britain fight in the Second World War.</li> <li>* What was the impact of the Second World War on Britain.</li> <li>* How successful was Britain in rebuilding after the Second World War.</li> <li>* What measures were put in place to maintain peace after the Second World War.</li> </ul>
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			<p><b><u>THEY MAKE A DIFFERENCE</u></b>  <b>Summer 1</b>  <b>Pupils will acquire the following historical knowledge throughout the unit:</b>            *What makes someone significant.            *What are human rights.            * Why Nelson Mandela remembered.            * How did Rosa Parks and Martin Luther King stand up for Black people’s rights.            * How does Malala Yousafzai fight for girls’ rights.            * How did these people make a difference.</p>		<p><b><u>MAYA CIVILISATION</u></b>  <b>Summer 1</b>  <b>Pupils will acquire the following historical knowledge throughout the unit:</b></p> <ul style="list-style-type: none"> <li>• When and where did the Ancient Maya live.</li> <li>* What do we know about Ancient Maya cities.</li> <li>* What did the Ancient Maya believe and how did they worship.</li> <li>* How did the Ancient Maya feed their people.</li> <li>* How do we know that the Ancient Maya could read, write, and do complex maths.</li> <li>* What happened to the Ancient Maya.</li> </ul>	<p><b><u>BAGHDAD &amp; THE MIDDLE EAST</u></b>  <b>Summer 1</b>  <b>Pupils will acquire the following historical knowledge throughout the unit:</b></p> <ul style="list-style-type: none"> <li>• How the round city of Baghdad was built</li> <li>• The technological advances made during the Golden Age of Islam</li> <li>• How Baghdad become a centre of learning: focusing on the House of Wisdom, astronomy and the Arabic number system</li> <li>• Who advanced science, mathematics, and medicine, and why are they important</li> <li>• How did Baghdad compare to London 900CE.</li> <li>• How did the Golden Age of Islam come to an end.</li> </ul>	
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