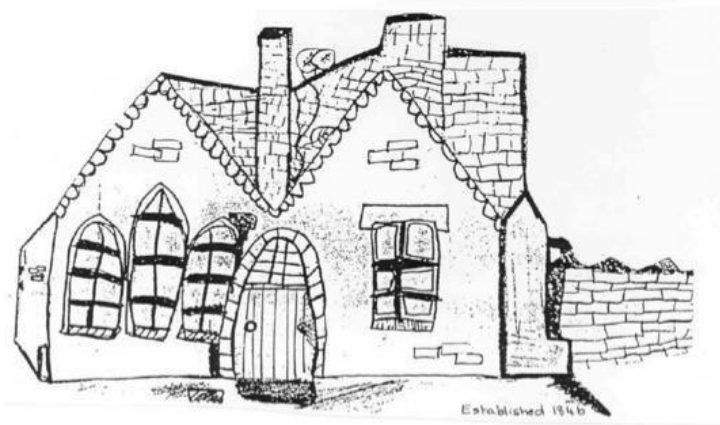


# History Progression of Knowledge Map

## Sept 25



## *Flourishing Together*

At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

**Together** emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

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

*Flourishing Together*

# 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.</li> </ul> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <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>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Core Knowledge</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><u>TOYS IN TIME</u></b> Autumn 2 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> Autumn 1 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> Autumn 2 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> Autumn 1 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 and the end of Roman rule.</li> </ul>	<p><b><u>ANGLO SAXON &amp; SCOTS</u></b> Autumn 1 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> Autumn 1 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 behind which created a rich historical knowledge base for modern day</li> </ul> <p>ANCIENT GREEKS to be taught in 2027 – 2028 Pupils will acquire the following historical knowledge throughout the unit:</p>

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							<ul style="list-style-type: none"><li>* Who were the first Greek civilisations and how do we know about them.</li><li>* How was Ancient Greece ruled.</li><li>* Why were the Persian Wars and democracy part of the Golden Age of Greece.</li><li>* Who were the Athenians and Spartans, and how did they compare.</li><li>* What did Alexander the Great achieve and why was he influential.</li><li>* Why are some of the achievements of the Ancient Greeks still important today.</li></ul>
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