



Broadmere & New Monument History Skills and Knowledge Progression Map

EYFS



<u>Changes within living memory</u>	<u>Events beyond living memory</u>	<u>The lives of significant individuals in the past</u>	<u>Significant historical events, people and places in their own locality.</u>
<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Understand the ways I have changed. • Talk about the changes that have happened within my family lifetime, e.g. talking to grandparents about holidays etc. • Talk about the lives of the people around them and their roles in society. 	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> • Moon landing • Dinosaurs 	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • Neil Armstrong and Tim Peak (US and UK astronauts) • Mary Anning (palaeontologist) 	<p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Christmas

Autumn

<u>Changes within living memory</u>	<u>Significant historical events, people and places in their own locality</u>
<ul style="list-style-type: none"> • I know about my own life story and family's history. • I know how I have changed • I know about changes that have happened within my family lifetime • I know about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Spring

<p><u>Events beyond living memory</u></p> <ul style="list-style-type: none"> • I know about some familiar situations in the past. 	<p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> • I know about characters from stories, including figures from the past.
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Summer

<p><u>Events beyond living memory</u></p> <ul style="list-style-type: none"> • I know about some familiar situations in the past 	<p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> • I know about the past through settings, characters and events encountered in books read in class and storytelling.
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Broadmere & New Monument History Skills and Knowledge Progression Map Key Stage 1



<p>National Curriculum Objectives</p>	<p><u>Pupils should be taught about:</u></p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> • events from beyond living memory that are significant nationally or globally • 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 <p><i>Local History</i></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality
<p>SKILLS</p>	<p>KS1 Years 1 and 2</p>
<p>Historical interpretations</p>	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past.

<p style="text-align: center;">Historical investigations</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past based on simple observations; • choose and select evidence and say how it can be used to find out about the past.
<p style="text-align: center;">Chronological Understanding</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
<p style="text-align: center;">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past.

Presenting, Organising and Communicating

Pupils should use a wide vocabulary of everyday historical terms.

Children can:

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past;
- use drama/role play to communicate their knowledge about the past.

Knowledge

Year 1

Autumn 1

Significant Historical People – Rosa Parks

- To know who Rosa Parks was.
- To know where and when she was born.
- To know how the life of Rosa Parks and other coloured people was different to white people.
- To know what Rosa Parks did on the bus.
- To know how the change in the law helped people have better lives.

Autumn 2

Significant Historical People – Guy Fawkes

- To know what the Gunpowder Plot was.
- To know why the Gunpowder Plot was planned
- To know who was involved in the Gunpowder Plot.
- To know what the men were planning to do.
- To know how the plot was stopped.
- To know why we celebrate Bonfire Night now.

Year 2

Autumn 1

To include these 2 objectives in the Geography unit.

Changes within living memory

- To be able to give examples of things that were different when my grandparents were children.
- To find out about the past by talking to an older person.

Autumn 2

Remembrance

- To know what Remembrance Day is.
- To know when the First World War was.
- To know why we remember WW1.
- To know when Remembrance Day is.
- To know who Walter Tull was.

<p><u>Spring 1</u> The Great Fire of London</p> <ul style="list-style-type: none"> • To know when and where the fire started. • To know how the fire started. • To know why the fire spread so quickly. • To know how the people tried to put the fire out. • To know how and when the fire was put out. • To know how we know about the events of the GFOL. 	<p><u>Spring 1</u></p>
<p><u>Spring 2</u></p>	<p><u>Spring 2</u> Significant Historical People – Mary Seacole and Florence Nightingale</p> <ul style="list-style-type: none"> • I know who Florence Nightingale was. • I know what hospitals used to be like. • I know what Florence Nightingale did to make hospitals better. • I know what the soldiers called Florence Nightingale. • I know how Florence Nightingale is remembered today. • I know who Mary Seacole was. • I know about the main events in Mary Seacole’s life.
<p><u>Summer 1</u></p>	<p><u>Summer 1</u></p>
<p><u>Summer 2</u></p>	<p><u>Summer 2</u> Significant Historical People – William the Conqueror, Henry VIII, Queen Victoria, Elizabeth I, Elizabeth II, Royal family.</p> <ul style="list-style-type: none"> • I know the names of significant Kings and Queens and can say them in chronological order. • I know who our Queen is and when she was born. • I know significant members of the Royal Family (Queen Elizabeth, Prince Phillip, Prince Charles, Prince William, Prince Harry, children). • I know when the Queen’s Coronation took place and why she became the Queen. • I know how long the Queen has reigned for. • I know who is next in line to the throne in chronological order. • I can give facts about important events in the Royal Family (Coronation, weddings/funerals, Trooping of the Colour). • I can name the different Royal Residences.



Broadmere and New Monument History Skills and Knowledge Progression Map

Key Stage 2



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Objectives</p>	<p><u>Pupils should be taught about:</u></p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 <p><i>Local History</i></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality
	<p>KS2 Continue to develop chronologically secure knowledge of and understanding of British, local and World History. Establish clear n narratives within and across periods studied. Note connections, contrasts and trends over time.</p>
<p>SKILLS</p>	<p>LKS 2 - Years 3 and 4</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretations</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Investigations</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a range of sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

<p style="text-align: center;">Knowledge and Understanding of Events, People and Changes in the past</p>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied.
<p style="text-align: center;">Presenting, Organising and Communicating</p>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period.
<p style="text-align: center;">SKILLS</p>	<p style="text-align: center;">UKS 2 - Years 5 and 6</p>
<p style="text-align: center;">Historical Interpretations</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.

<p style="text-align: center;">Historical Investigations</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer.
<p style="text-align: center;">Chronological Understanding</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history; • understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p style="text-align: center;">Knowledge and Understanding of Events, People and Changes in the past</p>	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • plan and present a self-directed project or research about the studied period.
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Knowledge

Year 3	Year 4	Year 5	Year 6
<u>Autumn 1</u>	<u>Autumn 1</u>	<u>Autumn 1</u>	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Ancient Maya Civilisation</p> <ul style="list-style-type: none"> • I know what the Ancient Maya believed. • I know how the Ancient Maya society was structured. • I know what daily life was like. • I know what their achievements were. • I know what Ancient Maya cities were like. • I know how the Ancient Maya wrote. • I know what the Ancient Maya ate and drank.

Autumn 2

Ancient Greece

- I know about 2,500 years ago, Greece was one of the most important places in the ancient world.
- I know the Romans were inspired by Greek civilisation, and we still see evidence of ancient Greece in the modern world.
- I know the Olympic games originated in the town of Olympia and was a festival of games to celebrate the Greek Gods.
- I know the Ancient Greeks believed in many different Gods. They were depicted in statues, coins, pottery, mosaics and artworks.
- I know modern day Britain is a democracy, our government is voted for by the people. This idea was first established in ancient Greece.
- I know the Battle of Marathon is commemorated each year at marathon running events in London and around the world.
- I know the first theatres, plays and playwrights were found in ancient Greek civilization. They inspired the works of Shakespeare and our modern theatres.

Autumn 2

Romanisation of Britain

- I know the Romans, from Italy, had a vast empire across the world.
- I know the Romans first invaded Britain in 55 BC but did not successfully take over.
- I know the Romans did conquer Britain in 43 AD and it became part of their Empire for approximately 400 years.
- I know Londinium first became a city when the Romans arrived.
- I know the Romans built roads, forts, bridges and walls in their cities.
- I know Britain was occupied by native tribes of Celts ruled by Queen Boudicca.
- I know the Celts followed Pagan religions before the Romans brought Christianity to Britain.
- I know people moved to Roman Britain from across the Empire including from Europe and Africa.

Autumn 2

The Tudors

- I know there were six Tudor monarchs who ruled England from 1485 to 1603.
- I know Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I.
- I know the Tudor rose was created when Henry VII brought an end to the Wars of the Roses. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose.
- I know religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London, or even executed.
- I know Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them.
- I know the names of Henry VIII's 6 wives and what happened to each of them.
- I know Tudor houses had a wooden frame with walls made from 'wattle and daub' – a

Autumn 2

		building material with wooden strips covered with mud, clay and wet soil. The walls were then painted white.	
<u>Spring 1</u>	<p><u>Spring 1</u> Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • I know the Anglo Saxons are a group of people who invaded Britain from North West Europe. • I know the Vikings are a group of people who invaded Britain from Scandinavia. • I know the Anglo Saxons settled in Britain, built homes and farmed. • I know Britain was divided into different kingdoms which were ruled by different Kings: Northumbria, Mercia, Wessex, Kent and East Anglia. • I know Many Vikings were violent and aggressive people who attacked, raided and pillaged. • I know the Vikings travelled across water using longships with sails and many rowers using oars. • I know the Vikings buried their important dead in longships by pushing them out to sea, either covered in earth or set on fire. • I know the Saxons and Vikings lived alongside one another in Britain but sometimes fought. 	<u>Spring 1</u>	<u>Spring 1</u>

Spring 2

Spring 2

Spring 2
Ancient Egypt

- I know the Ancient Egyptians were an advanced civilization in northern Africa who lived at the same time as the Bronze Age societies in Britain.
- I know the Ancient Egyptians stopped hunting and gathering and began farming the land on the Nile. Poor people were the workers (slaves).
- I know Hieroglyphics were one of the earliest known writing systems. Mostly it was rich men who could read and write.
- I know the Pyramids were built as burial tombs for the most important people in society. Many poor slaves and farm workers did the difficult lifting and building.
- I know Ancient Egyptians believed in the 'afterlife'. Bodies were mummified to preserve them, but it was expensive, so only happened to rich people. Most people were poor and buried in pits in the desert.
- I know the discovery of Tutankhamun revealed that the Great Pharaohs were placed in jewelled coffins and preserved in elaborate tombs filled with treasure.

Spring 2 & Summer 1
The Second World War

- I know World War 2 was a global war from 1939-1945.
- I know World War 2 started after Germany, led by dictator Adolf Hitler, invaded Poland in 1939. France and the UK declared war on Germany. Countries sided with either the Allies or the Axis powers.
- I know the main Allied powers were: Great Britain, France, the Soviet Union and the United States.
- I know the main Axis powers were: Germany, Italy and Japan.
- I know it is estimated that between 70-85 million people died during WWII.
- I know World War 2 ended on the 8th May 1945 after Germany surrendered—this is known as VE (victory in Europe) Day.
- I know Winston Churchill became Prime Minister of Britain on 10 May 1940.
- I know the Battle of Britain was an aerial battle between the Royal Air Force and the German Luftwaffe between 10 July 1940 to 31 October 1940.
- I know that due to the high risk from bombs in large cities, many children were evacuated to the

<u>Summer 1</u>	<u>Summer 1</u>	<u>Summer 1</u>	country, where it was thought they would be safe. <ul style="list-style-type: none">• I know the German air force was called the Luftwaffe.
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Summer 2

Stone Age to Iron Age

- I know the stone, bronze and iron ages are part of pre-historic Britain. Before history was written down in word.
- I know prehistoric eras are named after the materials discovered at the time.
- I know houses, weapons, clothing and society changed and advanced a lot through this period of time.
- I know during the early Stone Age people were hunter gatherers.
- I know there were different animals living in Britain from today, such as woolly mammoths, saber-toothed tigers, mastodons and woolly rhinos.
- I know that during the middle Stone Age people moved from living in caves and simple huts to roundhouses.
- I know that Stonehenge was built in the new Stone Age, people probably gathered there for religious ceremonies.
- I know that during the Iron Age tribes began to live together in hill settlements.

Summer 2

Summer 2

Summer 2