



History Knowledge Progression

Reception: Knowledge and Understanding of the World

	Autumn	Spring	Summer
Past and Present Reception Year ELG (bold)	<ul style="list-style-type: none"> • To know the member of their immediate family and community e.g. All about Me shoe box • To know and name people who are familiar to them e.g. All about Me shoe box • To know about familiar situations in their past e.g. All about Me shoe box • To know characters from stories, including figures from the past e.g. jubilees and coronations/ The history of Guy Fawkes and Bonfire night/ Why we wear a poppy on Remembrance Day. • To comment on images of familiar situations in the past e.g. photo of previous holiday or party • To know some similarities and differences between things in the past and now e.g. Remembrance Day/Guy Fawkes/reflecting on experiences from nursery • To understand the past through settings, characters and events encountered in books read in class and storytelling e.g. Nativity story 	<ul style="list-style-type: none"> • To know characters from stories, including figures from the past • To know characters from stories, including figures from the past e.g. Chinese New Year • To know about the lives of people around them and their roles in society: e.g. People Who Help Us/Visit from fire fighters, doctor • To understand the past through settings, characters and events encountered in books read in class and storytelling e.g. Easter story from the Bible 	<ul style="list-style-type: none"> • To know the member of their immediate family and community e.g. Grandparent's celebration • To know and name people who are familiar to them e.g. grandparents • To know about familiar situations in their past e.g. • To know some similarities and differences between things in the past and now e.g. Discuss and record how we and our family have grown and changed, e.g. how much we have grown and changed since starting school



	Unit of study 1	Unit of study 2	Unit of study 3
Year 1	<p>What makes a good Superhero? (Aut 1) To draw a timeline to show important events in their lives so far eg being born, first birthdays, getting siblings, starting school, learning to ride a bike etc (Link with RE) To know who is in their family and to know the impact they have on their lives eg Grandparents do the school run because they are retired and parents are working (Link with PSHCE)</p> <p>To know and use a wide variety of vocabulary including, past/ present/ future/ evidence/ before/ after/next/ long ago/ yesterday/ today/ tomorrow/ new/ old/ young/ younger/ older/ different/ timeline/ decade/ century/ change</p> <p>Autumn 2 How does Jesus light up our winter? (Link to RE) To know what is called a special event and to verbalise why To sequence the events of Jesus' birth eg the arrival of the Wise Men and their significance to the giving and receiving of gifts at Christmas</p> <p>To know and use a wide variety of vocabulary including, past/ present/ future/ evidence/ before/ after/next/ long ago/ yesterday/ today/ tomorrow/ new/ old/ young/ younger/ older/ different/ timeline/ decade/ century/ change</p>	<p>How has our school changed from Victorian times to today? (Spring 2)</p> <p>To know that Queen Victoria reigned nearly 200 years ago To know that the old Esher Church School was built over 150 years ago To know that the current Esher Church school was built nearly 60 years ago To know that Queen Victorian was a Royal Patron of ECS To know that the Education Acts made primary school compulsory and free for all children To know that Dr Barnardo and Lord Shaftesbury campaigned for better living conditions and education for children</p>	<p>What makes Britain Great? (Sum 1)</p> <p>To use stories, non-fiction books, videos and pictures/ photos/ old postcards as evidence and to question historical information To know that asking questions can tell us information and help us to understand why things happened and how they happened eg Did Finn McCool or a Volcano made The Giant's Causeway/ Did the The Mousehole Cat help the people in the storm in Cornwall/ Is Nessie really in Loch Ness?/ Why is there a dragon on the Welsh Flag?</p> <p>To know about events beyond their living memories eg traditions, folktales, languages, clothing, landmarks, national anthems, national Saint Days, flags of England, Scotlan, N Ireland and Wales (eg St George is the Patron Saint of England after he slayed the dragon)</p> <p>To know about the lives of significant individuals including in their living memory eg Queen Elizabeth II and King Charles III</p> <p>To know and use a wide variety of vocabulary including, past/ present/ future/ evidence/ before/ after/next/ long ago/ yesterday/ today/ tomorrow/ new/ old/ young/ younger/ older/ different/ timeline/ decade/ century/ changes</p>
Year 2	<p>How has our school changed from Victorian times to today? (Aut 1) To know that the Victorian period was from 1837-1901. To know that Queen Victoria was the longest reigning monarch prior to Queen Elizabeth II.</p>	<p>How powerful is the sea? (Spr 1)</p> <p>To know that the Titanic was the largest ship ever built prior to its maiden voyage. To know that the Titanic was built in Belfast. To know that the Carpathia was the ship that responded to the mayday calls from the Titanic.</p>	<p>The Great Fire of London (Sum 1)</p> <p>To know the chronological order of events of the Great Fire of London. To know the fire started on Sunday 2nd September 1666 and lasted until Thursday 6th September 1666. To know that there were only 6 <u>recorded</u> deaths.</p>



	<p>To know that many laws were passed during Queen Victoria's reign to provide primary aged children with access to education including the 1891 Education Act.</p> <p>To know that Queen Victoria was a patron of Esher Church School and that her financial support ultimately supported the survival of the school.</p> <p>To understand that access to education was initially for a minority and almost exclusively for the wealthy with priority given to males.</p>	<p>To know that the Titanic hit an iceberg in the Atlantic Ocean.</p> <p>To know that the Titanic hit the iceberg on 14th April 1912.</p> <p>To know that the Titanic sank on 15th April 1912.</p>	<p>To know that Samuel Pepys was a key eyewitness to the events and that the diary he kept is the primary source of how we know what happened.</p> <p>To know how the fire was fought and the main equipment used.</p> <p>To know what changes were made to buildings (rather than the width of the streets) when the city was rebuilt to better protect it from further fires.</p> <p>To know that insurance began to be used for fire protection and private fire brigades were set up.</p>
Year 3	<p>What significant changes occurred during the Tudor period? (Aut 2)</p> <p>To know that the Tudor period started with Henry VII in 1485 and ended when Elizabeth I died in 1603.</p> <p>To know that the War of the Roses ended in 1485 at the Battle of Bosworth and was between the House of Lancaster and the House of York.</p> <p>To know that lots of the buildings that were created during that time still exist today. For example, Henry VIII lived in Hampton Court Palace. William Shakespeare was a famous poet, playwright and actor of the Tudor times.</p> <p>To know that the Church of England was established during the reign of Henry VIII however it was not fully accepted by the people and there still continued to be unrest between Catholics and Protestants for many years after the Tudor period.</p>	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Spr 2)</p> <p>To know that in the Neolithic era. People began to live in groups known as communities</p> <p>To know that during the Iron Age, people began to live in community groups called tribes led by a king or chief.</p> <p>To know that tribes usually lived around hill forts.</p> <p>To know that goods like bronze and copper were traded for other items and this was called bartering</p> <p>To know that archaeologists are historians who learn about the past by recovering buildings, graves and other objects from the past as artefacts.</p> <p>To know that Amesbury Archer was one of the most significant historical discoveries in Europe and his grave is three miles from Stonehenge</p>	<p>The Roman Empire and its impact on Britain (Sum 1)</p> <p>To know that BCE stands for Before Common Era (Before Christ is BC)</p> <p>To know that CE stands for Common Era (Anno Domini; AD)</p> <p>To know that the Romans initially invaded Britain in 55-54 BCE and stayed for a year</p> <p>To know that the Romans fully invaded Britain in 43 CE and left in 410 CE</p> <p>To know that an empire is a group of countries ruled by a single leader who is known as an emperor</p> <p>To know that Christianity was declared the official religion of the Roman Empire in 800CE</p>
Year 4	<p>Why is London such an important city? (Aut1)</p> <p>To understand how London surrounding the River Thames has changed over time.</p>	<p>What impact did World War Two have on Britain? (Aut2)</p> <p>To understand where and when WWII took place.</p>	<p>Why were the Romans significant to Europe? (Spring2)</p> <p>To understand where and when the Roman Empire took place.</p> <p><i>To recognise the legend of the founding of Rome.</i></p>



	<p>To understand the difference between primary and secondary sources.</p> <p>To understand how the development of the docks grew London's importance.</p> <p>Explain how trade made London an important centre throughout history.</p> <p>To understand how London has been shaped by its financial importance</p> <p>To examine the way tourism has developed London including historical palaces and monarchy.</p>	<p>To understand about the countries and people involved.</p> <p>To use chronology to order the main events of World War Two</p> <p>To identify the significance of historical events</p> <p>To understand some of the causes and consequences of key events of WWII</p> <p>To understand the effects of bombing and air raids during the Blitz</p> <p>To understand the importance of the Battle of Britain</p> <p>To understand what it was like in an air raid shelter</p> <p>To understand the impact of propaganda and its importance</p> <p>To understand evacuation and the locations affected</p> <p>To understand the evolving role and importance of women in the war effort</p> <p>To understand the effects of rationing</p> <p>To understand what Christmas was like for a child during World War Two.</p>	<p>To understand what the Romans did for fun.</p> <p>To understand why and how Rome became an Empire.</p> <p>To investigate why the Roman Army was so successful.</p> <p>To explore ways in which Roman technology changed Europe.</p> <p>To learn about Roman food that was introduced to other European countries.</p>
Year 5	<p>Why was Alfred the Great a significant person? (Aut 2)</p> <p>To know that Alfred became king in AD871 when his elder brother died.</p> <p>To know that a century is 100 years and that 0-99AD is the first century</p> <p>To know the acronyms AD, BC, BCE and CE and what they stand for</p> <p>To know the names of the 7 Anglo-Saxon kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex</p> <p>To know that propaganda is biased or misleading information intended to promote a political cause or point of view.</p> <p>To know that in order to help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'. To know Alfred died in 899 and was buried at his capital city of Winchester.</p>	<p>Were the Vikings really vicious? (Spr 1)</p> <p>To know the timeline of Viking history.</p> <p>To know the events of the Lindisfarne raid.</p> <p>To understand the military strengths and how this affected their ability to invade.</p> <p>To understand how Viking beliefs might impact viciousness.</p> <p>To understand how the Vikings have impacted modern day Britain (Language).</p> <p>To understand how Vikings travelled.</p>	<p>What did the Greeks do for us? (Sum1)</p> <p>To understand how the Ancient Greeks contributed to our system of democracy.</p> <p>To understand the similarities and differences between life in Athens and Sparta.</p> <p>To understand the power, responsibilities and attributes of Ancient Greek Gods and Goddesses.</p> <p>To understand the significance and chronology of The Battle of Marathon.</p> <p>To understand the similarities and differences between the Ancient and Modern Olympics.</p>
Year 6	<p>What was the diversity in the British war effort during World War One? (Aut 2)</p>	<p>Why was Alfred the Great a significant person? (Spr 1)</p>	<p>The Windrush Generation (Sum 1)</p>



<p>To know that over 30 countries declared war between 1914 and 1918.</p> <p>To know that the majority joined on the side of the Allies. They were opposed by the Central Powers.</p> <p>To know that not every soldier was white.</p> <p>To know that due to attitudes to non-whites and discrimination meant they were 'written out of history'</p> <p>To know that during the war women took on a more active role and that this thought to have strengthened the case for women to earn the right to vote</p> <p>To know that the war ended on 11 November at 11am 1918</p> <p>To know that in 1919 the Treaty of Versailles was signed</p> <p>To know that Germany had to accept total blame for starting the war</p>	<p>To know that Alfred became king in AD871 when his elder brother died.</p> <p>To know that a century is 100 years and that 0-99AD is the first century</p> <p>To know the acronyms AD, BC, BCE and CE and what they stand for</p> <p>To know the names of the 7 Anglo-Saxon kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex</p> <p>To know that propaganda is biased or misleading information intended to promote a political cause or point of view.</p> <p>To know that in order to help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'.</p> <p>To know Alfred died in 899 and was buried at his capital city of Winchester.</p>	<p>To know how the people of the Caribbean helped the Allies in World War 2</p> <p>To know what life was like in London for Windrush pioneers</p> <p>To know that the HMT Empire Windrush was a ship which travelled from the Caribbean to Britain in 1948.</p> <p>To know that in June of that year the ship arrived at Tilbury near London</p> <p>To know that there were 802 people on board from different countries in the Caribbean.</p> <p>To know why people migrated to England in 1948</p> <p>To know that many people on board the EMT Empire Windrush were tailors, mechanics and carpenters.</p> <p>To explain how Windrush migration changed Britain for the better</p>
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