



# Bearwood Primary and Nursery School

## History Progression of Knowledge

*'Learning, Enjoying and Succeeding Together'*

LEARNING, ENJOYING,  
& SUCCEEDING  
TOGETHER!

### History Context: National Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### National Curriculum KS1

- \*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- \*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]
- \*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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- \*significant historical events, people and places in their own locality

### National Curriculum KS2

- \*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 local history study
- \*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- \*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 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.

Concepts	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Periods</b>	Self & immediate family.	<p>Events Within Living Memory The Royal Family through the ages</p> <p>Lives of Significant others – Grace Darling (RNLI)</p> <p>Significant historical events, people and places in their own locality - Harry Paye links with Poole, his life and a trip to Poole Museum Summer term.</p>	<p>Events beyond living memory - Great Fire of London links with materials</p> <p>The lives of significant individuals in the past – Rosa Parks &amp; Nelson Mandela (end of apartheid).</p> <p>(2022/2023 only - Titanic instead of GFoL)</p> <p>Beach – then and now</p>	<p>Changes in Britain from the <b>Stone Age to the Iron Age.</b></p> <p><i>-changes from hunter/gatherer to farmer</i></p> <p><i>Nomadic lives following herds in the Palaeolithic and Mesolithic eras</i></p> <p><i>-developments in trade</i></p> <p><i>-discovery of metals</i></p> <p>A local history study - Corfe Castle</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt.</b></p> <p><i>-written language development</i></p> <p><i>-building of the pyramids</i></p> <p><i>-mummification</i></p>	<p>The <b>Roman Empire</b> and its impact on Britain.</p> <p><i>-invasion, conquest and growth of the Empire</i></p> <p><i>-Movement of people across the empire</i></p> <p><i>-inventions &amp; their impact on Britain</i></p> <p><i>-British resistance</i></p> <p>Local area study – Bearwood’s Iron Age Study.</p> <p><i>-Bearwood roundhouse &amp; archaeological site</i></p> <p><i>-settlement</i></p> <p><i>A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066 – Shackleton and Columbus</i></p>	<p>Britain’s settlement by <b>Anglo-Saxons</b> and Scots.</p> <p>-Return to more tribal culture</p> <p>-Invasion and settlement</p> <p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.</p> <p><i>-chronology</i></p> <p><i>-Gods</i></p> <p><i>-democracy</i></p> <p><i>-Olympic games</i></p> <p><i>-Myths</i></p> <p>A non-European society that provides contrasts with British history.</p> <p><b>Maya civilization</b></p> <p><i>-Gods/religion</i></p> <p><i>-writing &amp; number system</i></p> <p><i>-food &amp; drink</i></p> <p><i>-settlements</i></p> <p><i>- chronology</i></p>	<p>The <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor. (raiding and taking slaves)</p> <p>-Cultural and religious changes as Vikings settled</p> <p>-Trading and exploring across the wider world</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>WW2</b></p> <p><i>-countries involved</i></p> <p><i>-start/end(invasion and creation of refugees)</i></p> <p><i>- a modern ‘empire’</i></p> <p><i>-historical figures</i></p> <p><i>-persecution of Jewish people</i></p> <p><i>-life of soldiers</i></p> <p><i>-women left behind</i></p>

British history chronological order world history chronological order

							Women in Parliament since 1918
<b>Chronology</b>	<p><b>Use everyday language related to time.</b></p> <p>Order and sequence familiar events— create timeline for their day &amp; sequencing events in own life.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Develop an awareness of the past —use terms old/new; before/after; earlier/later.</p> <p><b>Use common words and phrases relating to the passing of time</b> (yesterday, tomorrow, today, second, hour, day, week, month, year).</p>	<p>Develop an awareness of the past—more time specific vocabulary including past, present, future and beyond living memory.</p> <p>Create timelines to compare.</p> <p><b>Use common words and phrases relating to the passing of time</b> (before/after, years, decades, centuries).</p> <p>Know where all people/events studied fit into a chronological framework – class timeline.</p>	<p>To know the chronology of the Stone Age, Bronze Age and Iron Age and Ancient Egyptians and where they sit in world history and in relation to other historical events happening at the same time.</p> <p>Create timelines and understand where the period fits in with other periods studied.</p> <p><b>Use terms relating to the period and passing of time and begin to date events.</b></p> <p>Sequence several events and artefacts from the time periods studied.</p>	<p>To know the chronology of the Roman Empire and the Iron Age and where they sit in world history and in relation to other historical events happening at the same time.</p> <p><b>Use dates and terms related to the period.</b></p> <p>Understand more complex terms E.g. BC/AD or BCE/CE.</p>	<p>Place events from within the period studied (Ancient Greece, Maya, Anglo Saxons and Scots) on a time line that they have created.</p> <p><b>Use relevant terms and period labels— decades, centuries, dynasties and empires etc.</b></p> <p>Compare historical events in same period across the world—what’s happening in England? Discuss similarities and differences.</p>	<p>Place aspects of Vikings and Anglo Saxons and WW2 on a time line in relation to each other.</p> <p><b>Sequence up to 10 events on a time line—events through History that they have previously studied—did they come before or after, etc?</b></p>
<b>Historical enquiry/interpretation</b>	Be curious about people and show interest in stories.	Ask questions in order to find out answers.	Ask and answer questions.	Ask questions about an event or time period and use resources and	Ask questions about an event or time period and find ways	Use different sources to build a picture of past events—use	Use a range of sources to find out about aspects of the past - Source,

	<p>Know what a question is &amp; use question words (how, why, what, when, where and who).</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Question why things happen and give explanations.</p>	<p>Understand some ways we find out about the past— comparing sources (photos, books, recounts).</p> <p>Use sources to answer simple questions – Stop and Source.</p> <p>Describe the experiences of people in the recent past.</p> <p>Make simple observations about different types of people, events within a society - toys</p> <p>Identify similarities / differences between ways of life at different times – toys.</p>	<p><b>Understand some ways we find out about the past</b>—comparing sources (photos, books, recounts, diaries, artefacts) – Samuel Pepys.</p> <p>Use sources to answer simple questions – Stop and Source.</p> <p>Identify similarities / differences between ways of life at different times – Great Fire of London.</p>	<p>experiences given to answer them.</p> <p>Distinguish between different sources and analyse them – Source and Observe.</p> <p>Describe causes and consequences - appreciate that events in history can be causally linked.</p>	<p>to answer them independently.</p> <p>Begin to distinguish between primary and secondary sources.</p> <p>Analyse sources – Source and Observe, and informally introduce contextualise.</p> <p><b>Identify and describe causes and consequences - identify causes and effects.</b></p>	<p>artefacts to evidence how people lived.</p> <p>Analyse sources - Source, Observe, Contextualise.</p> <p><b>Confidently distinguish between primary and secondary sources.</b></p> <p>Consider how the context of the source affects its value.</p> <p>Explain causes and consequences - find patterns: identify periods of stasis and periods of rapid change. Identify some causes of these rapid changes.</p>	<p>Observe, Contextualise, Corroborate.</p> <p><b>Use sources to justify conclusions drawn.</b></p> <p>Analyse and explain causes and consequences - identify factors that precipitate change; explain how change happens</p>
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\*Sticky knowledge for each year group highlighted in bold