Holyport CE Primary School History
PROGRESSION OF Knowledge

	Chronological awareness	Substantive (abstract) concepts
R	• To know that someone's age is the time since they were born. • To know that they started life as a baby but have since grown and changed. • To know that some people are older than others. • To know that parents are older than children and grandparents are older than parents. • To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).	<u>Power (monarchy, government and empire)</u> • To know that in fairytales kings/queens are usually important, powerful people who rule over others. <u>Achievements and follies of mankind</u> • To recognise some interests and achievements from their own lives and the lives of their families and friends.
1	• To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.	<u>Achievements and follies of mankind</u> • To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) • To know some achievements and discoveries of significant individuals (e.g. explorers).
2	• To know that events in history may last different amounts of time. To know a decade is ten years.	<u>Power (monarchy, government and empire)</u> • To know that a monarch in the UK is a king or queen. • To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. • To know that Britain was organised into kingdoms and these were governed by monarchs. <u>Achievements and follies of mankind</u> • To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). • To know the legacy and contribution of some inventions (e.g. flight). • To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
3 and 4	• To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.	<u>Power (monarchy, government and empire)</u> • To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. <u>Invasion, settlement and migration</u> • To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. <u>Civilisation (social and cultural)</u> • To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. <u>Trade</u> • To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. <u>Beliefs</u> • To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. <u>Achievements and follies of mankind</u> • To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.

5 and 6	• To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.	<u>Power (monarchy, government and empire)</u> • To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. <u>Invasion, settlement and migration</u> • To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. <u>Civilisation (social and cultural)</u> • To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. <u>Trade</u> • To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade. <u>Beliefs</u> • To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. <u>Achievements and follies of mankind</u> • To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.