



Features		
<ul style="list-style-type: none"> At Early Years, the key knowledge progression document takes reference from the; Early Years Framework and Development Matters. At KS1, the key knowledge is aligned with the National Curriculum and at Carlinghow Academy the following strands feature within our curriculum: <ul style="list-style-type: none"> Within living memory Beyond living memory Lives of significant people Local history Historical enquiry Interpretation At KS2, the key knowledge is aligned with the National Curriculum's strands of: <ul style="list-style-type: none"> Chronology, from the Stone Age to 1066 One study beyond 1066 Ancient civilisations Civilisations around 900AD Ancient Greece Historical enquiry Interpretation Assessment Topic Knowledge Organisers Retrieval Challenge Grids 		 Skills are reliant upon specific knowledge. A skill the capacity to perform from drawing upon retained knowledge.  Children are taught specific vocabulary in line with their topic and the Statutory Spellings of their year group.
Early Years Framework		
Strand	Early Years Statutory Framework: Understanding of the World	Development Matters: Past and Present
Early Years	Begin to make sense of their own life-story and family's history.	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Carlinghow Academy's History Knowledge Progression year group overview

National Curriculum							
<i>Disciplinary Concepts</i>	Chronology	Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance	Historical Enquiry	Historical Interpretations
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 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.		Significant historical events, people and places in their locality.	
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.	The achievements of the earliest civilizations – Ancient Egypt.	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066. WW2 A local history study	
<i>Our substantive concepts</i>	Power: Monarchy Government	Civilisation and Society	Legacy	Invasion and Settlement	Beliefs and Culture	Exploration and Invention	
Sticky knowledge threading through our history curriculum strands							
<i>Strand</i>	Nursery Reception	Year 1 Year 2		Year 3 Year 4		Year 5 Year 6	
Knowledge and Understanding of British History	NURSERY Children who are 3 and 4 will: Begin to make sense of their own life-story and family’s history. (UW)	Year A Autumn 1 <i>Panic on Pudding Lane! (Power, Monarchy)</i> How did London change after the Great Fire? I can identify when and how the Great Fire of London started and ended. I can order the key events of The Great Fire of London.		Year A Autumn 2 <i>Stone Age Rocks! (Civilisation, Settlement, Invention)</i> What was life like in the Stone Age and how did it change?		Year B Autumn 2 <i>Lest we Forget (Invasion, Power)</i> What was the impact of WW2 on Britain? I can investigate how WW2 began and ended, and order key events on a timeline.	

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	<p>To be achieved by the end of Nursery: To be able to tell the difference between old and new and use the words accurately. To begin to show an understanding of 'then' and 'now'. To be able to talk about his/her own life/personal history, i.e. what were they like as a baby/toddler. To have an understanding of their position in their own family and to be able to name and talk about older family members.</p> <p>RECEPTION Children in Reception will: Comment on images of familiar situations in the past. (UW) Compare and contrast characters from stories, including figures from the past. (UW) Reception Early Learning Goals: To be achieved by the end of Reception: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>I can understand why the fire spread so quickly and why it lasted for so long. I can explain the role of Samuel Pepys. I can write a diary entry explaining the events of the Great Fire of London. I can explain how London changed after the Great Fire.</p> <p>Year B Autumn 2 <i>Toy Time Travellers (Invention, Society, Legacy)</i> How have toys changed over time? <i>I can find out about toys from today.</i> <i>I can use a range of sources to find out about toys in the past.</i> <i>I can compare similar toys from different times.</i> <i>I can compare old toys with modern toys.</i> <i>I can understand how toys have changed over time.</i></p> <p>Year B Summer 1 <i>We're all going on a Summer Holiday (Exploration and Invention, Society)</i> How have seaside holidays changed over time? <i>I can find out about seaside holidays in the past from a range of sources.</i> <i>I can compare seaside holidays in the past with ones today.</i> <i>I can identify similarities and differences between seaside holidays in the past and present.</i> <i>I can sort pictures into past and present and explain how I know.</i> <i>I can ask and answer questions about seaside holidays in the past.</i> <i>I can compare how people travel on holiday today and in the past.</i></p>	<p>I can identify when the Stone Age period started and ended and can sequence key events. I can find out about the types of tools used and how they changed throughout the Stone Age. I can find out what people ate in the Stone Age and how they gathered food. I can find out about different homes from the Palaeolithic, Mesolithic and Neolithic times. I can understand what was found at Skara Brae and why it is important. I can identify how life changed for people during the Stone Age.</p> <p>Year A Spring 1 How did life change from the Stone Age to the Iron Age? (Civilisation, Legacy, Culture, Invasion and Settlement) I can use a range of sources to find out about life in the Bronze Age. I can find out about houses in the Bronze and Iron ages. I can find out what life was like in an Iron Age hillfort. I can identify how life changed for people in Britain from the Stone Age to the Iron Age.</p> <p>Year A Summer 2 Ruthless Romans! (Civilisation, Legacy, Culture, Invasion and Settlement) Why do we remember the Romans? I can explain where the Romans came from and how the city of Rome became the centre of a huge empire. I can identify reasons why the Romans invaded Britain and recall key facts about the invasions. I can understand why and how the Romans built new roads and new towns in Britain.</p>	<p><i>I can explain when, where and why people were evacuated in WWII and reflect on what it was like.</i> <i>I can explain how everyday lives were affected by food rationing.</i> <i>I can explain how the role of women differed before, during and after the war.</i> <i>I can describe key events from the Battle of Britain and explain why it was a turning point in the war.</i> <i>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</i></p>
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	<p>Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. See LTP & MTP for content</p>		<p>I can understand why Boudicca led a rebellion against the Romans and can consider different perspectives. I can recognise the importance of Hadrian's Wall to the Romans and learn about the lives of soldiers who lived there. I can understand the lasting impact of the Roman Empire on Britain.</p> <p>Year B Spring 2 Smashing Saxons! (Settlement, Monarchy) Who were the Anglo-Saxons and why did they invade Britain? <i>I can describe why, where and when the Scots and Anglo-Saxons invaded Britain.</i> <i>I can understand how the Anglo-Saxons have influenced Britain.</i> <i>I can describe a typical Anglo-Saxon village and explain what jobs the people did.</i> <i>I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture.</i> <i>I can explain the religious beliefs and practices of the Anglo-Saxons.</i> <i>I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity.</i></p> <p>Year B Summer 2 Vicious Vikings! (Settlement, Monarchy) Who were the Vikings and why did they invade Britain? <i>I can explain when and where the Vikings came from and why they raided Britain.</i> <i>I can compare the significance of Anglo-Saxon kings during the Viking period.</i> <i>I can explain who King Ethelred II was and say when and why Danegeld was introduced.</i> <i>I can identify and explain key aspects of Viking life.</i></p>	
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			<p><i>I can explain how the legal system worked in Anglo- Saxon and Viking Britain.</i></p> <p><i>I can explain how the last Anglo-Saxon kings shaped Britain.</i></p>	
Local History		<p>Year A Summer 2 <i>Our Wonderful Town (Culture, Invention, Society)</i> <i>How has our local area changed over time?</i> <i>I can ask questions about my local area in the past.</i> <i>I can identify similarities and differences between Batley town centre in the past and present.</i> <i>I can compare life in Batley in the past and present.</i> <i>I can use sources of evidence to find out about Wilton Park in the past.</i> <i>I can explain why Joseph Priestly is a significant person.</i></p>		<p>Year B Summer 1 <i>Brilliant Batley! (Culture, Invention, Society)</i> <i>How and why has Batley changed and developed over time?</i> <i>A study over time tracing how several aspects of national history are reflected in the locality.</i></p>
Knowledge and Understanding of Wider World History		<p>Year A Spring 2 <i>Planes, Trains and Automobiles (Invention, Exploration)</i> <i>Why were the Wright Brothers so significant?</i> <i>I can order key events in the history of flight.</i> <i>I can identify key events in the lives of the Wright brothers.</i> <i>I can recall some key facts about the Wright brothers.</i> <i>I can explain how we know about their first flight when it happened over 100 years ago.</i> <i>I can find out about the lives of Amelia Earhart and Bessie Coleman.</i> <i>I can explain why the Wright brothers were significant and how they have affected our lives.</i></p> <p>Year B Spring 1 <i>To Infinity and Beyond (Exploration, Invention)</i></p>	<p>Year B Autumn 2 <i>I want my Mummy! (Civilisation, Culture, Power)</i> <i>What were the greatest achievements of the Ancient Egyptians?</i> <i>I can find out where and when the ancient Egyptians lived.</i> <i>I can understand what was important to people during ancient Egyptian times.</i> <i>I can understand and explain the ancient Egyptian ritual of Mummification.</i> <i>I can understand that different versions of past events may exist by learning about the discovery of the tomb of Tutankhamun.</i> <i>I can compare and contrast Egyptian writing with my own.</i> <i>I can understand the greatest achievements of Ancient Egypt.</i></p>	<p>Year A Autumn 2 <i>Who let the Gods out! (Civilisation, Culture, Power, Trade)</i> <i>How have the Ancient Greeks influenced our lives?</i> <i>I can identify where and when the Ancient Greek civilisation existed and can order key events on a timeline.</i> <i>I can compare and contrast the city-states of Athens and Sparta.</i> <i>I can examine how Alexander the Great's Empire grew and the effects of this.</i> <i>I can understand the religious beliefs of the Ancient Greeks and know some of the Gods they worshipped.</i> <i>I can use a range of sources to find out about the ancient Olympic Games.</i> <i>I can explore the influence of Ancient Greece on various areas of modern life.</i></p> <p>Year A Summer 2</p>

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		<p>Why was the Apollo 11 moon landing so important?</p> <p><i>I can place key events in the history of space travel in chronological order.</i></p> <p><i>I can identify how we can find out about the moon landing.</i></p> <p><i>I can explain what I know about the 1969 moon landings.</i></p> <p><i>I can begin to compare how space travel has changed today.</i></p> <p><i>I can compare the lives of Neil Armstrong and Tim Peake.</i></p> <p><i>I can explain what effects the 1969 Moon Landing had on history.</i></p>		<p>Mysterious Maya (Civilisation, Trade, Settlement, Culture)</p> <p>Why should we remember the Maya and how do they compare with people living in Britain at the time?</p> <p><i>I can explain who the Maya were and when and where they lived.</i></p> <p><i>I can explain the religious beliefs and practices of the Maya people.</i></p> <p><i>I can explain how the Maya developed their own number system, writing and calendar.</i></p> <p><i>I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.</i></p> <p><i>I can explain why certain foods were particularly significant to the Maya people.</i></p> <p><i>I can compare and contrast the Maya with people living in Britain at the time.</i></p>
Vocabulary threading through our history curriculum strands				
Strand	Nursery Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Knowledge and Understanding of British History	<p>Nursery</p> <p>Old, new, then, now, past, before, today. Remembrance Day Bonfire Night</p> <p>Reception</p> <p>Old, new, then, now, past, present, future before, today, yesterday, tomorrow. Remembrance Day. Guy Fawkes/Bonfire Night</p>	<p>Panic on Pudding Lane</p> <p>eyewitness great Samuel Pepys water diary house flammable people leather bucket bakery</p> <p>Toy Time Travellers</p> <p>past present similar different compare fragile</p>	<p>Stone Age Rocks!</p> <p>prehistory Paleolithic BC Mesolithic archaeology Neolithic artefacts hunter-gatherer flint settlement</p> <p>Ruthless Romans!</p> <p>Empire Invasion Emperor Conquest BC Legionary</p>	<p>Lest We Forget</p> <p>Allies Axis Air raid Battle of Britain Blitz Blackout Evacuation Evacuee Nazi Propaganda Rationing Surrender</p>

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		modern wooden metal plastic electronic	AD Legion Celts Rebellion Smashing Saxons Invasion Christianity Settlement Sutton Hoo Angles, Saxons, Jutes Archaeology Kingdoms Alfred the Great Vicious Vikings <i>archaeologist</i> <i>Scandinavia</i> <i>raids</i> <i>Danelaw</i> <i>Ethelred II</i> <i>longhouse</i> <i>longship</i> <i>Edward the Confessor</i>	
Local History		Our Wonderful Town local change similar past different present evidence improve significant scientist		Brilliant Batley
Knowledge and Understanding of Wider World History		Planes, Trains and Automobiles significant today famous past aeroplane	I want my Mummy! Archaeologists Afterlife Canopic jars Hieroglyphics Mummification	Who let the Gods out! civilisation Athens empire Sparta legacy

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		<p>father invention improve evidence after</p> <p>To Infinity and Beyond</p> <p>Astronaut Space Apollo 11 Saturn 5 Neil Armstrong Buzz Aldrin Michael Collins</p>	<p>Papyrus Pharaoh Pyramid Sarcophagus Scribe Tomb Tutankhamun</p>	<p>olympics democracy Parthenon city-state philosophy</p> <p>Mysterious Maya</p> <p>Maya culture civilisation hierarchy empire society astronomy traders mathematics Mesoamerica</p>
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