



Our Historical Adventure



Progression of History Knowledge

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
EYFS	<p>Topics – Me and My World! Hello Autumn!</p> <p>To talk about a significant event within their experience.</p> <p>To know the meaning of past and present using knowledge of ‘now’ and ‘back then’ to support.</p> <p>To know that family members may have been born before them and are therefore older than them, or after them making them younger.</p> <p>To understand that changes over time happen to everyone, including their friends and family.</p> <p>To know that changes to the environment occur over time, in relation to the changing seasons, weather etc.</p> <p>To have an understanding of how Christmas may have been celebrated in the past, in comparison to now.</p>	<p>Topics – It’s Cold Outside! Ready, Steady, Grow!</p> <p>To know the difference between fact and fiction.</p> <p>To recognise themselves now, as a toddler and as a baby.</p> <p>To recognise physical changes to themselves since they were born and understand that these have happened over time.</p> <p>To know that changes occur to plants and animals over time.</p> <p>To know that decay can occur over time.</p> <p>To know what events have happened to them since they were born.</p> <p>To know who Julia Donaldson is and talk about some features of her past.</p>	<p>Topics – A Royal Adventure! To Infinity and Beyond!</p> <p>To know that the event is going to happen soon, is happening now or has happened already.</p> <p>To make links between what they have observed when looking at a picture or photograph and ask relevant questions.</p> <p>To know that some events in our lives are important to remember.</p> <p>To be able recount important events from their own experience in an ordered sequence.</p> <p>To know who King Charles is and talk about some features of his past.</p>

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Year 1	<p>History focus: Toys in the Past</p> <p>To name and identify which toys are from the past and which toys are from the present.</p> <p>To know what a timeline is and identify a toy from their childhood, their parent's childhood and from further back in history and place them on a timeline.</p> <p>To know what materials toys are made from now and know that materials used for toy-making has changed over time as technology has changed.</p>	<p>History focus: Famous Explorers</p> <p>To visually recognise Christopher Columbus and Matthew Henson.</p> <p>To know what Christopher Columbus and Mathew Henson did that is significant; including where and when they explored and what motivated them to do so.</p> <p>To recognise how exploration technology and resources have changed over time and how modern technology has had a positive impact on exploration.</p>	<p>History focus: Seaside Holidays in the Past</p> <p>To recognise a day at the beach from the Victorian times by knowing: modes of transport used to travel to the beach, what people would wear and what beach activities people would take part in.</p> <p>To understand that Victorian beach holidays happened in the past and are different to modern beach holidays that they may be familiar with.</p>

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Year 2	<p>History focus: Flight</p> <p>To know when and where Amelia Earhart was born and died, what her significant achievements were from 1922 – 1937 and what motivated these, including; First female to fly across the Atlantic and breaking altitude record.</p> <p>To know when and where significant advances in flight occurred and the motivation behind these from hot air balloons to space flight (1783 – 2000) using a timeline.</p> <p>To know who the Wright brothers were and their contribution to early flight and the impact this had on the world.</p>	<p>History focus: Great Fire of London</p> <p>To have an understanding of what London was like before the fire. Who was king? How did the city look? Who was Sir Thomas Bludworth?</p> <p>To know when and where the Great Fire of London began.</p> <p>To know that the Great Fire of London was caused by several small factors that together caused a catastrophe such as; inadequate fire service, dry summer, high winds, wooden houses, Sir Thomas Bludworth did not take quick action.</p> <p>To know who Samuel Pepys is, why his story is significant during this time and his motivation for writing a diary.</p> <p>To know how London changed as a result of the fire such as; changes to the fire service and equipment used and how settlements developed as a result.</p>	<p>History focus: Castles</p> <p>To know key information about a local castle: when it was built? Who built it and in what style?</p> <p>To know the parts of a castle and how and why these are used for defence.</p> <p>To know dates of significant events involving the castle and how its use has changed such as Dover Castle during WW2 (defence) and Present day (tourist attraction)</p>

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Year 3	<p>History focus: Ancient Greece (long)</p> <p>To understand the terms BCE and AD and know that Ancient Greece dates back to BCE.</p> <p>To know about the daily life of the Ancient Greeks including: clothes, food, toys and home life and entertainment.</p> <p>To know what the Greeks invented/ created and the motivations for these, including; Olympics and theatre.</p> <p>To know that the term democracy was created by the Greeks and to know the similarities and differences in democratic practices to the present day such as knowing only men were allowed to take part in democratic practices.</p> <p>To name Greek Gods and know what each is significant for.</p> <p>To know what a myth is, the significance of myths in Greek culture and that these were borne from historical truths.</p>	<p>History focus: Mount Everest – Edmund Hillary and Tenzing Norgay(short)</p> <p>To recognise who Edmund Hilary and Tenzing Norgay are and dates of key events in their life.</p> <p>To know the reasons and motivations behind significant explorers wanting to become intrepid adventurers.</p> <p>To recognise equipment explorers used and to know some items would still, or would not be used today.</p> <p>To know the experiences that these explorers had climbing Mount Everest.</p> <p>To know that their experiences would impact how and why explorers today are still motivated to climb this mountain.</p> <p>To know what the impact of these achievements were on the world and knowing this motivated the first newspaper report.</p>	<p>History focus: Ancient Romans (short)</p> <p>To know specific dates of the start and end of the Roman Empire and that this stretched from BCE to AD and that this period existed alongside previously taught periods (Ancient Greeks).</p> <p>To understand that the Romans conquered many lands to create an empire.</p> <p>To know that Pompeii is a Roman town and understand its significance in Roman history.</p> <p>To know how people in Britain (Celts) lived before the Roman invasion.</p> <p>To understand what was the motivation for significant emperors to invade Britain, such as: Julius Caesar and Claudius.</p> <p>To know when and how the Romans invaded.</p> <p>To recognise how Britain changed in the years following the invasion and know that our lives today changed due to the invasion, including: roads, towns homes and entertainment.</p> <p>To know how Boudicca’s rebellion caused the Romans to leave, what was her motivation, and the significant impact on the people living in Britain at the time including the Celts.</p>

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Year 4		<p>History Focus: Anglo-Saxons</p> <p>To know who lived in Britain before the Anglo-Saxons and what Britain looked like under Roman rule.</p> <p>To know the key dates of the Anglo Saxon period in Britain -410AD to 790AD and key historical figures e.g King Alfred.</p> <p>To know that each of the Jutes, Angles and Saxons came from different countries and to locate these countries on a map.</p> <p>To know what settlement means and recognise how the Anglo-Saxons settled in Britain</p> <p>To know that there were reasons and motivations for their settlement, including: finding new resources to live, jobs and housing, and due to an invitation to support the fight against the Picts and Scots in the north.</p> <p>To know where in the UK the Anglo-Saxons settled and how this created town and village names that we are familiar with today.</p> <p>To know what an archaeologist is and the significance of Edith Pretty and her find at Sutton Hoo.</p> <p>To know what an artefact is and that historians and archaeologists use these to understand the past.</p>	<p>History Focus: World War II from a child's perspective</p> <p>To know how people in Britain lived in the period between WW1 and WW2.</p> <p>To understand the motivation of Hitler after WW1 to rise to power after the signing of The Treaty of Versailles, before the start of WW2.</p> <p>To know who were the key political figures for Britain, Germany, Italy and Russia during WW2 and that Britain's Prime Minister changed at the outbreak of war.</p> <p>To know the start and end dates of WW2 and know the dates of significant events during this time that had an impact on the people of Britain, including: Battle of Britain, Dunkirk evacuation, The Blitz and VE day.</p> <p>To understand how the people of Britain protected themselves at home. Evacuation, gas masks, rationing, blackout, ARP warden, barrage balloons, air raids and Dig for Victory.</p>

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Year 5	<p>History focus: What was the impact of the Industrial Revolution on Britain?</p> <p>What was the impact of the Suffragette movement on Britain?</p> <p>To understand what is meant by primary and secondary source and that historians use these to discover and piece together knowledge from the past.</p> <p>To know who Queen Victoria and Prince Albert were and to know the start and end date including the centuries of the Victorian Era and that she was the longest serving Queen until Queen Elizabeth 2nd.</p> <p>To know dates and places of significant events during her reign.</p> <p>To know how Britain looked before the Industrial Revolution.</p> <p>To know the motivation behind the Industrial Revolution, particularly technological advances and inventions.</p> <p>To know how the Industrial Revolution impacted the people of Britain (national) and specific impacts to people of Ashford (local) including: various laws and acts, work and conditions, cities and conditions, landscape, education, transportation, technology and inventions, and population.</p>	<p>History focus: The civil rights movement in 1950's and 60's America</p> <p>The Space Race</p> <p>To know what a decade of time is.</p> <p>To know what America was like between the end of WW2 and the 1950's.</p> <p>To know how the people of America lived during the 1950's and 1960's including: work, towns and conditions.</p> <p>To know that as a consequence of the Jim Crow laws, people of different racial groups were treated differently fuelling segregation and discrimination.</p> <p>To recognise key events in the civil rights movements, the motivations and subsequent impact, including: Montgomery Bus Boycott, students at Little Rock, demonstrations in Birmingham, Alabama, Martin Luther King Jr's speech.</p> <p>To recognise the significance of the march on Washington.</p> <p>To recognise significance of black women (Katherine Johnson, Dorothy Vaughan, Mary Jackson), working at NASA during the space race, were impacted by segregation and discrimination at that time.</p>	<p>History focus: How Ancient Egyptian civilisations used The Nile.</p> <p>To recognise who and when the first settlers arrived in the Nile Valley and the three different kingdoms came together and their motivations for settling here.</p> <p>To know what makes a civilisation.</p> <p>To know what life was like in Neolithic Britain and the start of Ancient Egyptian civilisation and recognise differences and similarities.</p> <p>To recognise that the ancient Egyptian civilisations existed at the same time as other taught eras, such as the Roman Empire.</p> <p>To know the significance of Tutankhamun and the discovery of his tomb by archaeologists and the motivations behind the archaeologists to discover a past civilisation.</p> <p>To know the significance of the River Nile on people in ancient times and the present day and recognise the similarities and differences.</p>

<p>To know that the people in Britain belonged to different class groups and know how the Industrial Revolution impacted these people in different ways.</p> <p>To know what life was like for a child in the workhouses and understand that as a consequence of laws, life for children has changed since.</p> <p>To know that diseases were a direct result of the industrial revolution due to population changes, conditions and lack of medicine and medical knowledge.</p> <p>To know that the term 'suffragette' and 'suffragist' have different meanings.</p> <p>To recognise inequality between genders and understand that WW1 was a motivating factor for the suffragettes to bring about change.</p> <p>To know who were the significant members of the Suffragette movement, including; Millicent Fawcett, Emmeline Pankhurst and Emily Wilding-Davison, Marion Wallace Dunlop and Muriel Matters and significant events during their campaign.</p> <p>To know the methods suffragettes and how militancy helped or hindered their campaigns and protests in regard to public perception.</p> <p>To understand how the changes during this period still impact us today.</p>	<p>To know the key events of the 1969 moon landings.</p>	
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Year 6	<p>History focus: Medieval Canterbury</p> <p>To know what life in Britain was like before the medieval period after the Romans had left. Who was monarch at the start? How did the significance of this monarch (William of Normandy) mark the dawn of a new era?</p> <p>To know when the medieval period (1066–1485) was in relation to other taught eras.</p> <p>To know what the feudal system was, that it is hierarchical and what motivated this system to be put into place.</p> <p>To know that people were segregated into different groups as a consequence of the feudal system.</p> <p>To know how the feudal system impacted the people of Britain and how it changed their life.</p> <p>To recognise features of a medieval settlement including trades and crafts that were significant to the town.</p> <p>To understand the importance of the church and religion in medieval life.</p> <p>To recognise Thomas Beckett and know when he lived and died.</p> <p>To understand the significance of Canterbury Cathedral during medieval times and to Thomas Beckett.</p>	<p>History focus: The Windrush Generation</p> <p>To know that many countries served for the British during WW2 and why this was.</p> <p>To understand what Britain was like in the aftermath of WW2.</p> <p>To recognise the difficulties faced by Britain after WW2 which motivated the British government to invite people from the British Empire, including the Caribbean to become economic migrants.</p> <p>To know what the HMT Empire is and its role in Windrush and economic migration.</p> <p>To understand the difficulties that migrants encountered when settling in Britain.</p> <p>To know who Samuel Beaver King is and how he is a significant figure during this time.</p>	

	<p>To know the significance and motivations behind Thomas Beckett's murder.</p> <p>To understand the purpose of pilgrimages to Canterbury Cathedral and the changes that happened as a consequence of the rise in pilgrimages.</p> <p>To know the motivations of Geoffrey Chaucer to write The Canterbury Tales.</p> <p>To recognise how Canterbury has changed over time, including; population, land use, jobs.</p>		
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