

Progression of **Skills and Knowledge** for  
SUBJECT: History

Blue: Class Topics (DO NOT CHANGE)

Grey: Subject Specific areas e.g., Art might be Drawing, Painting, and Textiles...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>My Wonderful World</b>		<b>All creatures Great and Small</b>		<b>Down on the Farm</b>	
<i>Daily looking at the calendar and singing days of the week song What day was yesterday? Corridor display detailing events across the year.</i>	Begin to make sense of their own life story and family history - Look at baby photos Show an interest in different occupations		Begin to make sense of their own life story and family history - Look at baby photos Show an interest in different occupations		Begin to make sense of their own life story and family history - Look at baby photos Show an interest in different occupations	
<b>Reception</b>	<b>My World</b>	<b>Let's Celebrate</b>	<b>Everyday Superheroes</b>	<b>Growing and Changing</b>	<b>Our Wonderful World</b>	<b>The Seaside</b>
<i>Daily looking at the calendar and singing days of the week song/Months of the year song. What day was yesterday? Corridor display detailing events across the year.</i>	Understand the past through settings, characters and events encountered in books (Guy Fawkes) read in class and storytelling. Talk about the lives of people around them - their family (family tree), their extended family and people who are in school Look at baby photos. Comment on images of familiar situations in the past. – looking at transport from long ago – visiting the transport museum.		Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of people around them and their roles in society Visit from Police, fire service and dentist		Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class e.g. comparing seaside today and the past (Victorian era) Comment on images of familiar situations in the past.	
	<b>Vocabulary</b> Long ago, history, past, old, new, ancient, year					
<b>Year 1</b>	<b>Brilliant Birmingham</b>		<b>Frozen Worlds</b>		<b>Going on Safari</b>	
<b>Knowledge and Skills</b>		Time Travel		Famous explorers		Significant people
		<b>Historical Concepts:</b> Power and significance <b>Historical skills:</b> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> The children will place the Victorian period on a timeline.</li> <li>• <b>Historical significance</b> Children will explore the significance of George Cadbury.</li> <li>• <b>Similarity and difference</b> Children will compare Victorian toys with toys from the present day.</li> </ul> <b>Possible activities:</b>		<b>Historical Concepts:</b> Migration, and significance <b>Historical skills:</b> <ul style="list-style-type: none"> <li>• <b>Historical significance</b> Children will explore the significance of Antarctic explorers.</li> <li>• <b>Handling evidence</b> Children will explore various sources of evidence recounting the adventures of Antarctic explorers such as Robert Scott and Roald Amundsen.</li> </ul> <b>Possible activities:</b>		<b>Historical Concepts:</b> Power, migration, and significance <b>Historical skills:</b> <ul style="list-style-type: none"> <li>• <b>Historical significance</b> Children will explore the significance of Nelson Mandela and Mo Farah.</li> <li>• <b>Similarity and difference</b> Children will compare their lives to the lives of Nelson Mandela and Mo Farah.</li> <li>• <b>Handling evidence</b> Children will explore the different viewpoints about Nelson Mandela and Mo Farah.</li> </ul> <b>Possible activities:</b>

		<ul style="list-style-type: none"> <li>• Children place the Victorian period on a timeline alongside other memorable periods of history.</li> <li>• Children identify who was Queen during the Victorian period.</li> <li>• Children explore and research what life was like during the Victorian period. The children focus on the lives of Victorian children.</li> <li>• Children compare toys and games with the present day.</li> </ul>		<ul style="list-style-type: none"> <li>• Children research the 'golden age' of exploration to the Antarctic.</li> <li>• Children recount the adventures of Robert Scott and Roald Amundsen.</li> <li>• Children explore a range of historical sources recounting the explorations of Robert Scott and Roald Amundsen.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Children will research and explore the lives of Mo Farah and Nelson Mandela. Children will discuss how people feel about these significant people and evaluate if everyone feels the same about them. Children will explore and compare their life with the lives of Mo Farah and Nelson Madela.</li> </ul>
<b>Vocabulary</b>		Victorian, Queen, Victorian period, and timeline.		Exploration, survival, and evidence.		Migration, importance, immigration, justice, and biography.

Year 2	We live on an Island		What's going on down under?		Turrets and Tiaras	
<b>Knowledge and Skills</b>		Great Fire of London		Aboriginal People		Heroes and Villains
		<p><b>Historical Concepts:</b> Migration and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> The children will place the Great Fire of London on a timeline.</li> <li>• <b>Historical significance</b> Children will explore the story of the Great Fire of London. Children will investigate the significance of Samuel Pepys.</li> <li>• <b>Handling Evidence</b> Children will explore the various sources of evidence that inform us about the Great Fire of London.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children will place the Great Fire of London on a timeline with other memorable events.</li> <li>• Children we learn about The Great Fire of London by exploring various sources of information.</li> <li>• Children will investigate the story of Samuel Pepys.</li> </ul>		<p><b>Historical Concepts:</b> Power, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> The children will place the Aboriginal people on a timeline with other civilizations.</li> <li>• <b>Historical significance</b> Children will explore the significance of Aboriginal culture.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children will place the Aboriginal people on a timeline with other civilizations.</li> <li>• Children will explore Aboriginal culture by investigating Aboriginal stories, traditions, artwork, and environmentalism.</li> <li>• Children will explore how Aboriginal culture has contributed towards the wider global community.</li> </ul>		<p><b>Historical Concepts:</b> Power and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Historical significance</b> Children will explore the significance of Elizabeth 1</li> <li>• <b>Change and continuity</b> The children will place Elizabethan period on a timeline and in relation to other significant periods.</li> <li>• <b>Cause and Consequence</b> Children will explore the impact of the reign of one of England's sovereigns.</li> </ul> <p><b>Similarity and difference</b> Children will compare their lives to life in Tudor Britain</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Place Elizabethan reign on a timeline with other significant periods of history.</li> <li>• Children will explore how Queen Elizabeth 1 was represented.</li> <li>• Children will place significant events during the Elizabethan reign on a timeline.</li> <li>• Children will explore Elizabethan life and compare it to their life.</li> </ul>

<b>Vocabulary</b>		Sources, evidence, and Monarch		Civilization and culture.		Elizabethan and reign
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Year 3	In the forest	Stone Age to Iron Age	Road Trip to Italy		Boudicca or Boudicea?	
		<p><b>Historical Concepts:</b> Power, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children will place the Stone Age, Iron Age and Bronze Age on a timeline alongside other significant periods of history.</li> <li>• <b>Similarity and difference</b> Children will compare aspects of everyday life during the Stone Age, Iron age and Bronze Age with the present day.</li> <li>• <b>Handling evidence</b></li> </ul>			<p><b>Historical Concepts:</b> Power, Empire, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children create a timeline showing the main time periods. Children will also create a timeline overview of the Roman invasion of Britain.</li> </ul> <p><b>Cause and effect</b> Children will explore the reasons for the Roman invasion and why it ended.</p> <p><b>Similarity and difference</b></p>	

		<p>Children will explore everyday life from the Stone age and Iron age by investigating a wide range of sources. The children will use various sources of information to create their own replicas from that period of history. The children will explore and evaluate examples of archaeological discoveries.</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children will place the Stone Age, Bronze Age, and Iron Age on a timeline alongside other significant periods of history.</li> <li>• Children will investigate aspects of everyday life in the Stone Age, Bronze Age, and Iron Age such as artwork, homes, and cultures. Children will explore everyday life by using a range of sources such as stories, poems, non-fiction books and archaeological discoveries.</li> <li>• Children will use the information they have discovered to create their own historical artefact such as a 'Round House.'</li> </ul>			<p>Children will compare the Roman and Celtic culture.</p> <p><b>Handling evidence</b> Children investigate British resistance and evaluate the different viewpoints.</p> <p><b>Historical significance:</b> Children will investigate the Romanisation of Britain.</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children create timeline of the main time periods.</li> <li>• Children create timeline of Roman invasion.</li> <li>• Children compare the Romans to Celtic life.</li> <li>• Children research the reasons for the invasion.</li> <li>• Children use a range of sources to investigate Romanisation of Britain. In addition, the children explore the reasons for the building of Hadrian's wall.</li> <li>• Children summarise why Roman power ended.</li> <li>• Children investigate British resistance, explore different viewpoints, and evaluate the difference between fact and opinion.</li> </ul>	
<b>Vocabulary</b>		Everyday life, archaeology, sources, evidence, and artefacts.			Romanisation, viewpoints, summarise, fact and opinion.	
<b>Year 4</b>	<b>Along the Nile (Egypt)</b>		<b>Axes and Shields (Anglo Saxons)</b>		<b>Near and far</b>	

		<b>Ancient Egypt</b>		<b>Settlers and Invaders</b>		
<b>Knowledge and Skills</b>		<p><b>Historical Concepts:</b> Power, Empire, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children will place Ancient Egypt on a timeline alongside other ancient civilizations.</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>• <b>Handling evidence</b></li> <li>• <b>Similarity and difference</b></li> </ul> <p>Children will use range of sources such as non-fiction books, photographs, and</p>		<p><b>Historical Concepts:</b> Power, Empire, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children will place significant historical periods on a timeline. Children will also sequence the significant events of Alfred the Great's reign.</li> <li>• <b>Cause and effect</b> Children will explore the reasons for the end of the Roman invasion and</li> </ul>		

		<p>artefacts to research Egyptian life. The children will compare Ancient Egypt with the present day.</p> <ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Children will explore the importance of the archaeological discoveries of pharaoh's tombs and focus on the only female pharaoh Queen Hatshepsut.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children will place the Ancient Egyptian civilization on a timeline alongside other civilizations.</li> <li>• Children will use different sources to research Egyptian gods.</li> <li>• Children will explore the discovery of Tutankhamun's tomb.</li> <li>• Children will investigate the significance of the Egyptian hieroglyphics.</li> <li>• Children will use non-fiction books, photographs, film clips and artefacts to research everyday life in ancient Egypt.</li> <li>• Children will investigate the only female pharaoh-Queen Hatshepsut.</li> </ul>		<p>the reasons why the Anglo Saxons and Vikings arrived in Britain.</p> <ul style="list-style-type: none"> <li>• <b>Similarity and difference</b> Children will compare the culture of Anglo Saxons and Vikings.</li> <li>• <b>Handling evidence</b> Children will explore use a range of sources to explore Viking and Anglo-Saxon culture. Children will also evaluate the archaeological evidence that informs us about the Vikings and Anglo-Saxon contributions.</li> <li>• <b>Historical significance:</b> Children will explore the contribution of the Anglo-Saxons and Vikings to our language and literature.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children sequence significant events on a timeline.</li> <li>• Children revise why the Roman invasion ended.</li> <li>• Children explore reasons why Angles and Saxons invaded and then compare this to why the Romans did.</li> <li>• Children explore and locate where the Anglo-Saxons originated from and where they settled. Then look at the relationships between settlements and waterways.</li> <li>• Children use enquiry skills to research Anglo Saxon culture and evaluate archaeological evidence.</li> <li>• Children explore the reasons for the Viking invasion and compare to the reasons for the Anglo-Saxon invasion.</li> <li>• Children explore who the Vikings were and where they originated from.</li> <li>• Compare Viking culture with Anglo-Saxon culture.</li> </ul> <p>Children research Alfred the Great and the major events during his reign.</p>		
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<b>Vocabulary</b>		Ancient civilizations, artefacts, tombs and hieroglyphics.		Invasion, settlement, culture, Empire, and archaeological evidence.		
<b>Year 5</b>	<b>Ghost from the past (Victorians)</b>		<b>Tropical Delights (Rainforests)</b>		<b>Monstrous Mayans</b>	

<b>Knowledge and Skills</b>	<p><b>Historical Concepts:</b> Power, Empire, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children will place the Victorian period on a timeline with other significant events. Children will place significant Victorian events on a timeline.</li> <li>• <b>Similarity and difference</b> Children will compare everyday life of the Victorians and the present day. Children will compare the lives of rich and poor Victorians.</li> <li>• <b>Handling evidence</b> Children will use a range of sources to explore the lives of Victorian children. Children will use a range of sources to investigate the impact of the Victorian period on Birmingham.</li> <li>• <b>Historical significance:</b> Children will explore the impact of significant Victorian people and their inventions.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children place Victorian period on a timeline with other significant time periods and identify why it is called the Victorian period.</li> <li>• Children sequence significant Victorian events on a timeline.</li> <li>• Children use a range of sources such as photographs, artwork, non-fiction texts, records from the National archives to explore the lives of rich and poor Victorian children.</li> <li>• Children explore the changing landscape of Victorian Birmingham and evaluate its impact.</li> <li>• Children evaluate the legacy of the Victorians by researching the impact of significant Victorians and their inventions.</li> </ul>				<p><b>Historical Concepts:</b> Power, Empire, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Change and continuity</b> Children will place time periods for ancient civilizations on a timeline alongside significant British events. Children will develop their understanding of BC and AD.</li> <li>• <b>Similarity and difference</b> Children will use enquiry-based skills to investigate the Mayan way of life.</li> <li>• <b>Handling evidence</b> Children will explore what archaeological evidence is and research the evidence supporting our understanding of the Mayan way of life.</li> <li>• <b>Cause and Effect</b> Children will explore the relationship between the environment and landscape and the Mayan settlements. Children will also investigate why the Mayan civilization ended.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Children will place the Ancient Mayan period alongside other ancient civilizations and significant British events. Children will also discuss and identify the time periods BC and AD on the timeline.</li> <li>• Children will research the evidence that explains how the Mayans existed and evaluate that evidence. They will use their understanding of facts and opinions when evaluating the evidence.</li> <li>• Children will research Mayan life and present their findings.</li> <li>• Children will create their own artefacts and react an archaeological dig.</li> <li>• Children will use maps and globes to locate the Mayan civilization and explore the relationship between the Myan settlements and their environment.</li> </ul>	
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<b>Vocabulary</b>	Sources, evidence, significance, impact and Victorians				Ancient, civilizations, mathematics, settlement, environment and culture.	
<b>Year 6</b>	<b>Magnificent Mountains</b>		<b>Groovy Greeks</b>		<b>The World at War (WW11)</b>	
			<p><b>Historical Concepts:</b> Power, Empire, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li><b>Change and continuity</b> Children will place the Ancient Greece period alongside significant British events. Children will organize significant events during the Ancient Greece period in chronological order.</li> <li><b>Cause and effect</b> Children will explore major events such as the Persian war and evaluate its consequences.</li> <li><b>Similarity and difference</b></li> <li><b>Handling evidence</b> Children will investigate the differences between men and women, rich and poor and the lives in different city states using a wide range of sources such as non-fiction books, artwork, and artefacts.</li> <li><b>Historical significance:</b> Children will evaluate the impact of the ancient Greeks on modern day.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>Children place the Ancient Greek period on a historical timeline alongside significant British events.</li> <li>Children will order significant events during the ancient Greek period such as the Persian wars.</li> <li>Children will use enquiry skills to investigate how Ancient Greek people lived by looking at paintings, reading poetry and stories, photographs of statues and buildings or using non-fiction texts.</li> <li>Children will make comparisons between different city states and discuss the different viewpoints about these city states.</li> </ul>		<p><b>Historical Concepts:</b> Power, Empire, migration, and significance</p> <p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li><b>Change and continuity</b> Children will place create a timeline of British history that will order significant time periods. Children will also timeline events and significant people from 1935 to 1950.</li> <li><b>Cause and effect</b> Children will investigate when, how and why WW11 happened. Children will also explore the consequences of WW11.</li> <li><b>Similarity and difference</b> Children will investigate the contribution from around the world from countries such as India, Africa, Canada, and Australia. Children will also compare WW11 with other conflicts such as WW1.</li> <li><b>Handling evidence</b> Children will use enquiry skills to explore a range of evidence on the impact of WW11 on everyday life.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>Children create a timeline of periods of British history.</li> <li>Children will timeline events from 1935 and 1950 and include significant people.</li> <li>Children will use range of sources to investigate when, how and why WW2 happened. Children will explore the different opinions about the causes of WW11.</li> <li>Children will use enquiry skills to investigate the impact of WW11 on everyday life. The children will use non-fiction books, photographs, witness accounts and film clips. The children will focus on the Blitz, evacuation, experiences of Ann Frank and the Holocaust.</li> <li>Children can use enquiry skills to investigate and compare the experiences of WW11 and WW1.</li> <li>Children will explore the contributions from around the world from countries such as India, Africa, Canada, and Australia.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Children will use a wide range of sources such as paintings, literature, photographs of statues and buildings and non-fiction texts to compare the lives of rich and poor and women and men.</li> <li>• Children will investigate Ancient Greek culture and beliefs and how these impacted on everyday life.</li> <li>• Children will evaluate the impact of Ancient Greece on modern life by investigating the ancient Greece legacy of words, the contributions of famous Greek mathematicians and scientists.</li> </ul>		
<b>Vocabulary</b>			Class, gender, city states, democracy, and evidence		Commonwealth and Empire.