



Forest Town Primary School

History Knowledge Progression Grid

Kind
Adventurous
Persevere
Responsible
Independent
Together

At Forest Town, we are historians! As a historian, we want our children to know and appreciate the history of not just the world, but also that of Britain and our local area. We want them to understand how one element of the past influences the next and how these have impacted our own lives today. Our history curriculum has been carefully crafted to inspire our children's curiosity about the past and what we can learn from it. We want our children to remember their history lessons in our school and know about the important places, people and events that have shaped the world they live in. We want them to embrace the historic opportunities they are presented with and make a difference in our world.

At the end of KS2, a Forest Town child will have:

- Become an **independent** learner through the discovery of time periods across human history and know what life was like for the people who lived then.
- A real sense of empathy and understanding behind decisions and know how they affected the lives of ordinary people. They will use this **kindness** to have a better understanding for the future.
- The ability to work **together** to develop ideas; imaging what it might have been like to experience the lives of others.
- Shown that they are **adventurous** by frequently asking questions to help develop enquiry and look for bias and balance with sources.
- The ability to **persevere** in order to make links between time periods and give reasons why events happened as well as the consequences of these.
- A passion for and commitment to the subject and a feeling of **responsibility** to evaluate mistakes that were made in the past and know how we can learn from these today.

HISTORY

CURRICULUM LEADER

KERRY-ANNE LITTLER

REVIEWED – SEPTEMBER 2024



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Reviewed 2024

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This is how our children's knowledge builds from EYFS to Year 6

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. At Westdale, our knowledge progression document will inform planning to ensure that learning is built within the lesson sequence, within unit of work, within the year and overtime.

We want to inspire our pupils' curiosity to know more about the past and, in turn, move from being a novice to becoming an expert historian.

National Curriculum purpose of study

In order for pupils to become confident historians, they need to have acquired a coherent knowledge of and understanding of Britain's past and that of the wider world. They should know how to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum 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.

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology							
Know that everyone has a birthday	Use the words old and new to describe things	Know the difference between things that happened in the past and the present	Know that periods in time have similarities and differences to the present time	Know how to use a timeline to sequence historical events, artefacts or historical figures in chronological order	Know that the characteristics of the particular periods studied will determine their chronological place in history	Know that the chronology of significant events in periods of history subsequently shaped different societies	Know that the chronology of significant events in periods of history subsequently shaped different societies
Know that a special occasion happens at home and school	Talk about how babies are different to adults	Know about things that have happened to themselves and other people in the past	Make connections between their own lives and the past	Know that there is an order of definitive chronological order for the period studied	Know that change is shown by the similarities and differences between specific periods in time	Know that by comparing and contrasting the characteristics of periods in history, this leads to an understanding of how the wider world has changed over time	Know that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain
Know the days of the week	Name the days of the week Know which month their birthday is	Know that a simple timeline is used to show where events occurred and when particular people were alive	Know about the changes in my own life over time	Know the similarities and differences between the specific periods of history studied that go beyond their own lives			Know that by comparing and contrasting the characteristics of each period, this leads to an understanding about the impact of one period of time on another
Understand a visual timetable	Know everyday language related to time Use a visual timetable	Know that a specific time studied has key characteristics that help people understand what it had been like to live there	Know that one working timeline is used to show where all events, people and objects have happened				
Historical Enquiry and Interpretation							
Talk about how things change	Answer how and why questions in relation to my life experiences and in response to stories and events	Know some specific sources support learning about the past	Know that key sources can be effectively used to learn about the past	Know a wide range of sources that can be used to effectively learn about the past	Know and understand the differences between primary and secondary resources	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form own opinions about historical events
Develop an understanding of growth, decay and changes over time	Sort old and new objects Know that information can be retrieved from books Know and talk about why things change	Observe and handle pieces of evidence to ask and answer simple questions about the past i.e. Which things are old/new? What were people doing? What were these objects used for? Know how to use books, videos, photographs, pictures and artefacts to find out about the past	Know the different ways in which the past is represented Know that there are sources of information to find out about the past Know that some events and people in the past are seen as significant because they result in change	Know that it is important to ask questions and find answers about the past Know that there are different accounts of history Know that evidence is facts and/or information which can be proved Know how to distinguish between fact and opinion	Know that primary and secondary sources vary in reliability Know that there are different interpretations of historical accounts Know that sources of evidence can be linked	Know that there is often not a single answer to historical question Know that a piece of evidence may be biased Know that evidence can be justified based on usefulness and reliability	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Know that there are reasons why there are different accounts of history

		Know some reasons why people acted differently in the past					Know that evidence is evaluated to determine which the most reliable source is
Cause, Consequence and Significance							
	Know the significance of key events in their own life experience	<p>Know the significance of Mary Anning, the famous English fossil collector and palaeontologist</p> <p>Know how the methods connect with those used today</p>	<p>Know how to make comparisons between the past and present</p> <p>Know differences in the way of life by comparing photographs/ pictures of people or events in the past</p> <p>Know there are reasons for people's actions</p>	<p>Know that our knowledge is constructed from a range of evidence</p> <p>Evaluate similarities and differences between periods of time</p> <p>Know trends and connections over time</p> <p>Know that there are reasons for and results of people's actions in the past</p>	<p>Know links between the time period studied and offer reasonable explanations</p> <p>Know how to make comparisons between the periods studied and today's society</p> <p>Know that events are seen as significant because they have resulted in change and had consequences for people over time</p>	<p>Know that aspects of the past have been represented and interpreted in different ways</p> <p>Know the impact that events had on the wider world</p> <p>Know that great events had an impact on people's lives and that have shaped society over time</p>	<p>Know how to evaluate the impact that events had on the wider world</p> <p>Know how to use evidence to support explanation on the causes and effects</p> <p>Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation</p>
Historical Knowledge							
<p>Know how to retell simple past events in the correct order</p> <p>Know and use a range of tenses</p>	<p>Know that you can organise, sequence and clarify thinking and events when talking about them</p> <p>Use past and present forms accurately when talking about events that have happened</p> <p>Talk about past and present events within my own family</p>	<p><u>Dinosaurs (Cycle B):</u> Know that people and objects existed, and events occurred before living memory</p> <p>Know a famous person from the past and explain why they are famous</p> <p><u>Toys (Cycle A)</u> Know what selected older objects were used for</p> <p><u>Robin Hood (Cycle B):</u> Know that people and objects existed, and events occurred before living memory</p> <p>Know a famous person from the past and explain why they are famous</p> <p>Know the name of a famous person, or a famous place, close to where they live</p>	<p><u>Toys (Cycle A):</u> Know that children's lives today are different to those of children a long time ago</p> <p>Know that the toys their grandparents played with were different to their own</p> <p>Know the difference between things that were here 100 years ago and things that were not</p> <p><u>Amelia Earhart (Cycle A):</u> Know about a famous person from outside the UK and explain why they are famous</p>	<p><u>Stone Age to Iron Age:</u> Know what is meant by hunter-gatherers</p> <p>Know how Britain changed between the beginning of the Stone Age and the Iron Age</p> <p>Know how Britain changed from the Iron Age to the Roman occupation</p> <p><u>Roman Empire:</u> Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation</p> <p>Know about Boudica</p> <p>Know about at least one famous Roman Emperor</p>	<p><u>Local historical study:</u> Know the impact of mining on their local area</p> <p>Know about the lives of miners and their families</p> <p>Know how the local area has changed due to mining</p> <p>Know how mining has impacted on their lives today</p> <p><u>Ancient Greece:</u> Know some of the main characteristics of the Athenians and Spartans</p> <p>Know about the influence the Gods had on Ancient Greece</p> <p>Know about the sports competed in the Ancient Greek Olympics</p>	<p><u>Vikings/Anglo Saxons:</u> Know where Vikings originate from</p> <p>Know when Vikings first invaded Britain</p> <p>Know why longboats made it easy for Vikings to travel overseas, but also down rivers</p> <p>Know what lasting impact the Vikings have had on Britain</p> <p>Know Anglo-Saxon laws and know how justice was served</p> <p>Know what Danegeld is and know why and how the Vikings exploited this</p> <p><u>Ancient Egyptians:</u> Know where and when the first civilisations appeared</p> <p>Know when the ancient Egyptian civilisation begins and ends</p> <p>Know why the Egyptians had strict rituals for death</p> <p>Know the different Egyptian gods and why they were worshipped</p> <p>Know why the Egyptian empire ended with Cleopatra VII</p> <p>Know the importance of the River Nile to ancient Egyptian civilisation</p>	<p><u>World War II:</u> Know that WW2 lasted for a period of 5 years</p> <p>Know that many children were separated from their families and evacuated to the countryside</p> <p>Know that some areas of Britain didn't require their adult men to fight as they were needed to keep the country going</p> <p>Know that women took on more manual labour and roles that would have been done by men at the time</p> <p><u>Early Islamic Civilisation:</u> Know the corresponding events occurring in Britain at the same time that early Islamic civilisation (Vikings)</p> <p>Know that early Islamic civilisation spread rapidly and over a wide area of the middle east</p> <p>Know the importance of Baghdad and the sheer size of the city</p> <p>Know that most Muslims could read and that there were many books</p> <p>Know that drainage systems were already in place and that water was clean</p> <p>Know that the 'Silk Road' cut through the heart of the Early Islamic Civilisation and supported trade between here, Europe and Asia</p>