



# Learning Progression for History

"You are young, you are precious, you are loved."  
St John Bosco

OLC learners know it, show it, think it, prove it.

## Early Years Framework 2025

## National Curriculum 2014

### Understanding the World ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Key Stage 1

#### Overview

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Key Stage 2

#### Overview

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.

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life		<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Memories are things we remember from the past.</li> <li>• All families are special and different. They are different sizes and have different family members and different life experiences.</li> <li>• All families are special and different. They celebrate events in different ways.</li> <li>• The past only includes things that have already taken place.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.</li> <li>• In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</li> <li>• In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</li> <li>• In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</li> </ul> <p><b>Covered x 7</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</li> </ul> <p><b>Covered x 7</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</li> <li>• Bronze Age life was defined by the use of bronze for making tools and weapons, and the creation of large settlements and social hierarchy.</li> <li>• Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</li> <li>• During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</li> <li>• Iron Age hillforts were protected settlements containing roundhouses built on hilltops.</li> </ul> <p><b>Covered x 5</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.</li> </ul> <p><b>Covered</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.</li> <li>• Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.</li> </ul>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.</li> </ul> <p><b>Covered x 2</b></p> <p><b>Broad knowledge</b></p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p><b>Covered</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</li> <li>• Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.</li> <li>• Democracy is still evident in many countries around the world.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.</li> <li>• During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</li> </ul> <p><b>Covered x 5</b></p>

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## Hierarchy and power

AOL: World

Core knowledge

- Kings and queens are rulers of a country.
- In the past kings and queens made rules to decide how people should behave.

Covered x 2

Broad knowledge

A monarch is a king or queen who rules a country.

Covered

Broad knowledge

Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.

Covered

Broad knowledge

Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

Covered

Core knowledge

- The Roman Kingdom was a monarchy ruled by a king who had absolute power.
- The Roman Republic was ruled by a senate of 600 men, who were elected every year.
- The Roman Empire was ruled by an emperor who had absolute power and ruled for life.
- The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.

Covered x 2

Core knowledge

- Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.

Covered

Core knowledge

- The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.

Covered

Core knowledge

- Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.
- In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.

Covered x 2

Core knowledge

- Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times of conflict.
- Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

Covered

Core knowledge

- Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.
- These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.

Covered x 2

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Civilisations</b>					<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</li> </ul> <p><b>Covered</b></p> <p><b>Broad knowledge</b></p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p> <p><b>Covered</b></p> <p><b>Broad knowledge</b></p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p><b>Covered</b></p>	<p><b>Broad knowledge</b></p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p><b>Covered</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.</li> </ul> <p><b>Covered</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.</li> </ul> <p><b>Covered</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</li> <li>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</li> </ul> <p><b>Covered x 3</b></p> <p><b>Broad knowledge</b></p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A variety of kingdoms developed in Africa over the last 6000 years.</li> <li>Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.</li> </ul> <p><b>Covered x 3</b></p> <p><b>Broad knowledge</b></p> <p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p><b>Covered x 3</b></p>
<b>Creativity</b>	<b>Report and conclude</b>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Kings and queens are rulers of a country.</li> </ul> <p><b>Covered</b></p>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>People travelled to the moon in space rockets.</li> <li>Neil Armstrong visited the moon.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Stories, pictures and role play help people learn about key past events and empathise with historical figures.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical information can be presented as a result of a sorting activity.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Broad knowledge</b></p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical information can be presented as written texts, tables, diagrams, captions and lists.</li> </ul> <p><b>Covered x 6</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Broad knowledge</b></p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p><b>Covered x 3</b></p>
	<b>Communication</b>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>We change as we grow.</li> </ul> <p><b>Covered</b></p>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A timeline shows the order in which events happen.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).</li> </ul> <p><b>Covered x 2</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.</li> </ul> <p><b>Covered</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Broad knowledge</b></p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Covered x 4</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.</li> </ul> <p><b>Covered x 4</b></p>
<b>Materials</b>	<b>Artefacts and sources</b>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Objects from the past can look different to objects today.</li> </ul> <p><b>Covered</b></p>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Puppets have been used to tell stories all over the world for thousands of years.</li> <li>A museum is a place that looks after and shows objects and pictures from the past.</li> <li>Objects from the past can look different to objects today.</li> <li>Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</li> </ul> <p><b>Covered x 8</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical artefacts are objects that were made and used in the past.</li> <li>First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</li> </ul> <p><b>Covered x 5</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical sources include artefacts, written accounts, photographs and paintings.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A memorial is something made to remind people of a significant person or event.</li> <li>Artefacts provide evidence about the past.</li> <li>Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.</li> </ul> <p><b>Covered x 5</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.</li> <li>Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.</li> <li>The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</li> </ul> <p><b>Covered x 5</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</li> </ul> <p><b>Covered</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</li> </ul> <p><b>Covered x 6</b></p> <p><b>Broad knowledge</b></p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p><b>Covered</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources.</li> <li>Different types of bias include political, cultural or racial.</li> </ul> <p><b>Covered x 6</b></p> <p><b>Core knowledge</b></p> <p><b>Covered</b></p>

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and space	Local history		<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Our school has changed over time.</li> </ul> <p><b>Covered</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Important events in a school's history include celebrations and anniversaries.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Broad knowledge</b></p> <p>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p> <p><b>Covered x 3</b></p>	<p><b>Broad knowledge</b></p> <p>Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).</p> <p><b>Covered x 8</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.</li> </ul> <p><b>Covered x 8</b></p>
		Comparison	Compare and contrast	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>They way people lived in the past is different from the way we live today.</li> </ul> <p><b>Covered</b></p>	<p><b>AOL: World</b></p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Vehicles have changed over time.</li> <li>The clothes people wore in the past are different from the clothes people wear today.</li> <li>Objects from the past can look different to objects today.</li> <li>Toys from the past can look different from toys today.</li> <li>They way people lived in the past is different from how we live today.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences helps us to make comparisons between life now and in the past.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology.</li> </ul> <p><b>Covered</b></p>	<p><b>Broad knowledge</b></p> <p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p><b>Covered</b></p>

Significance Significant people

Reception

AOL: Work

Core knowledge

- Some people in history are significant because they did important things that changed the world or how we live.
- An explorer is a person who travels somewhere new or unfamiliar.

Covered x 2

Year 1

Broad knowledge

A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

Covered x 7

Year 2

Core knowledge

- Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.
- Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.
- Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon.
- Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism.
- Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.
- Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.
- Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.
- Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.
- Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.
- Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.
- Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.
- Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492.
- Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.
- Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.
- Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.
- Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.
- Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.
- Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era.
- Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.
- British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.
- Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.

Covered

Year 3

Broad knowledge

Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

Covered

Year 4

Core knowledge

- Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.
- In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury.
- A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.
- King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.
- King Khufu ordered the building of the Great Pyramid of Giza.
- King Hatshepsut was a woman who made herself a king because kings had more power than queens.
- Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.

Covered x 3

Year 5

Core knowledge

- Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.

Covered

Year 6

Broad knowledge

Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.

Covered

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> <li>Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</li> </ul> <p>Covered x 7</p>				
	<b>Significant events</b>	<p>AOL: World</p> <p>Core knowledge</p> <ul style="list-style-type: none"> <li>Grandparents are your parents' parents.</li> </ul> <p>Covered</p>	<p>AOL: World</p> <p>Broad knowledge</p> <p>A significant event is something that is important to them or other people. Photographs and videos are used to record these events.</p>			<p>Core knowledge</p> <ul style="list-style-type: none"> <li>In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.</li> </ul> <p>Covered x 3</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> <li>There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.</li> <li>Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.</li> <li>In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.</li> </ul> <p>Covered x 3</p>	<p>Broad knowledge</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Covered</p>	<p>Broad knowledge</p> <p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>Covered</p>
<b>Change</b>	<b>Changes over time</b>	<p>AOL: World</p> <p>Core knowledge</p> <ul style="list-style-type: none"> <li>The past only includes things that have already taken place.</li> </ul> <p>Covered</p>	<p>AOL: World</p> <p>Core knowledge</p> <ul style="list-style-type: none"> <li>Fairy tales show the clothes that people used to wear a long time ago.</li> <li>Fairy tales show the homes that people used to live in a long time ago.</li> <li>Machines have changed over time. People have adapted them to make them work better.</li> <li>The way people lived in the past is not the same as the way that we live today.</li> <li>The way that people lived in the past is not the same as the way that we live now.</li> </ul> <p>Covered x 7</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> <li>The Victorian era is named after Queen Victoria.</li> <li>During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</li> <li>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</li> </ul> <p>Covered x 4</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> <li>Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</li> <li>In the past, some monarchs had absolute power and could make their own rules and laws.</li> <li>Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</li> </ul> <p>Covered x 4</p>	<p>Broad knowledge</p> <p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>Covered x 4</p>	<p>Broad knowledge</p> <p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Covered x 4</p>	<p>Broad knowledge</p> <p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>Covered x 5</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> <li>Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.</li> <li>Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.</li> </ul> <p>Covered x 5</p>

**British history**

**AOL: Work**

Broad knowledge

The past includes the things that happened yesterday, last week, last year or long ago.

**AOL: Work**

Broad knowledge

Stories, or narratives, can tell us about important things that happened in the past.

**Core knowledge**

- The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.
- A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.

Covered x 2

**Broad knowledge**

Important individual achievements include great discoveries and actions that have helped many people.

Covered x 2

**Year 3**

**Core knowledge**

- In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.

Covered

**Core knowledge**

- The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.
- Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.
- Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.
- During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.

Covered x 3

**Year 4**

**Core knowledge**

- The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.

- As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power.
- Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.
- Anglo-Saxon words and place names still exist today.
- The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.
- Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make.
- Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves.

Covered x 5

**Core knowledge**

- The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.
- As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.

Covered x 4

**Core knowledge**

- During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.

Covered x 4

**Year 5**

**Broad knowledge**

Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

Covered x 7

**Year 6**

**Core knowledge**

- The Battle of Britain was a major air campaign fought over southern Britain in 1940.
- Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

Covered x 7

**Chronology**

**Core knowledge**

- Photographs can be ordered chronologically on a timeline.
- A decade is 10 years.
- A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.

Covered x 9

**Core knowledge**

- A timeline is a display of events, people or objects in chronological order.
- A timeline can show different periods of time, from a few years to millions of years.
- A historical period is the duration of a monarch's reign.

Covered x 9

**Core knowledge**

- The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.
- The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.
- The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.
- The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.
- Roman rule ended in Britain in AD 410.

Covered x 4

**Core knowledge**

- There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.

Covered x 4

**Core knowledge**

- The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.
- The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.

Covered x 4