

North Lancing Primary School – Knowledge Progression in History (Reception)



Understanding the world - past & present/people & communities

| Reception | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
|-----------|----------------------|---|--|--|---|
| Autumn1 | Marvellous me | To know that we used to be babies and which people are part of the family. | Comment on familiar images from the past., using language such as 'I used to'. Know that first I was a baby, then a toddler and now I am older (4/5)and I go to school. To understand that these events happened in the past, before now. | Past, present, was, am, used to do/be. | To use books and poems to help children learn about being part of the present and families past. To use images familiar to them to discuss changes in their lives and to make a basic timeline. |
| Autumn 2 | Animals and habitats | To know that there are seasons in the year. | Ongoing understanding of chronology through passing of time, seasons , months etc. To know that the seasons are cyclical and will re-occur. To begin to understand that seasons change with the passage of time. | Season, change, time, year, months. | Make observations and organise their thoughts about the changes they see around them. |
| Spring 1 | Let's investigate | To know that there are people called scientists. | To understand that there are some key figures from the past whose actions have affected our world today. To understand that society was different in the past and to begin to understand how in specific ways (i.e women's access to education and role in scientific discovery). | Present, past, different, new, discovery. | Through stories children understand that key figures in the past have affected the world today through their actions. |
| Spring 2 | People who help us | To know people have jobs and go to work. | Talk about the lives of people around them and their roles in society. To know that we are part of a community and the way we behave has effects on how we live. To know that all roles were not open to all people in the past. | Role, uniform, present, past, neighbourhood, community. Doctor, nurse, dentist, paramedic, firefighter, police, | Through learning some key roles in society children begin to understand that society is organised in a certain way. |
| Summer 1 | Once upon a time | To know some familiar nursery rhymes and tales. To know that these are 'old'. | To know nursey rhymes and tales from the past. To understand that traditional tales would have been read to their parents and their grandparents. That some things endure across time. Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. | Traditional tales, rhymes, beginning, middle, end, meaning, characters, grandparents generations. | Children hear, reflect and act out stories. Comparing stories today and traditional tales. Understanding changes in illustrations. Children begin to understand how books and stories can inform us about things from the past. |
| Summer 2 | Protect our world | To know that we have changed over our lifetimes. | To know that changes continue occurring. Review the timelines created in September and add in the changes that have happened to them over the course of the academic year. To embed an understanding of chronology within their own lives. To begin to explore chronology of their parents lives and how that mirrors their own development. | Past, present, generations, development. Now, before now. | Children revisit their own timeline and add/incorporate it into a new timeline to include key events over the year. Children begin to understand that what was the present is now the past. |

North Lancing Primary School – Knowledge Progression in History (Year 1)



| Year 1 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
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| Autumn | Old & new toys | <p>The reception children will</p> <p>Be aware of the changes as they grow up from a baby to now.</p> <p>Have been given the opportunity to talk about the lives of people around them</p> | <p>To know toys in the past were made from different materials.</p> <p>To know that we can use books and other sources of information to help us to find out about the past (because we weren't there).</p> <p>To know that toys have changed from the time of their grandparents to now.</p> | <p>Past, before, after, long ago, old, new, toys, metal, plastic, electricity, batteries, colourful, movement, how are they made, fabric, clockwork, wind-up.</p> | <p>Children will talk about and discuss toys from the past using everyday historical terms.</p> <p>They will observe and handle historical artefacts, ask questions and find answers to questions based on these observations.</p> <p>They will sort toys into modern and past identifying similarities and differences between today and the past.</p> |
| | <p>Space travel past and present</p> <p>Significant historical people that have contributed to international achievements and within their locality.</p> | <p>They will be aware that there are similarities and differences between their lives and lives of others.</p> <p>They were taught that dinosaurs lived in the past.</p> | <p>To know that historical events happened in the past, at different times and can be ordered on a timeline.</p> <p>To know that videos and photographs can be a historical source to help us find out about the past.</p> <p>To know and understand that that people can be known for things they have done in the past and that these people can be local, national or international.</p> <p>To know a significant individual - Neil Armstrong was the first person to walk on the moon.</p> <p>To know a significant local person - Tim Peake (a local individual) was the first British person to live on the international space station.</p> | <p>Historical event, past, present, same, different, first person. source of information, timeline, chronology.</p> <p>Neil Armstrong, Tim Peake, moon landing, Apollo 11, first, British, astronaut, international space station.</p> <p>Local, national, international.</p> | <p>Children will ask and answer questions based on videos and photographs, talking about how they found out about the past (gaining a sense of being a historian)</p> <p>Begin to show where key events and people they have studied fit into a chronological framework.</p> <p>Children will begin to retrieve information from sources and presenting what they know verbally and simple recording.</p> |
| Spring | <p>Heroes and villains of the past (significant individuals)</p> | | <p>To know that Florence Nightingale was a nurse from the past who contributed to the modern concept of nursing today.</p> <p>To know and recall some key facts about Florence Nightingale.</p> <p>To know where Florence Nightingale's era fits into a wider chronology using the class timeline.</p> <p>To know that previous to Florence Nightingale nursing was very different to that of modern nursing today.</p> <p>To understand that people of the past can be known for things that are positive on society or negative.</p> | <p>Nursing, profession, Crimean war, personal account, modern, same Vs different past, compare achievement</p> <p>Equipment technology, electricity, lamp.</p> <p>Pirates plunder</p> | <p>Children will be taught to use a variety of sources, including the internet, to learn key facts about a significant individual.</p> <p>They will be encouraged to ask relevant questions using knowledge from stories/ pictures/ non-fiction or personal accounts as sources to show that they know and understand key features of events.</p> <p>They will demonstrate an awareness of the past by being able to talk about how nursing has changed</p> <p>Begin to retrieve information from sources, presenting what they know to peers and teachers.</p> <p>Children will develop an understanding that ways of life are different in different time periods.</p> |

North Lancing Primary School – Knowledge Progression in History (Year 2)



| Year 2 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
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| Autumn 1 | Local Castles Locality study | Know historical events that happened in the past, at different times and can be ordered on a timeline. Know there are similarities and differences between life in the past and the present. | <ul style="list-style-type: none"> Give one reason why castles were built and describe why they began to be built out of stone. Know the features of a motte and bailey castle and their uses. Describe and what life was like in a local castle (Arundel) in simple terms. Know where the people and events they study fit within a chronological framework. | Battle of Hastings William the Conqueror Beyond living memory castle keep motte and bailey moat defend materials primary and secondary sources | <ul style="list-style-type: none"> Find out about living in a local castle in the past through primary and secondary sources. Ask and answer questions about the past Observe and identify features of a castle through first hand observation and experience on our trip. Observe and use drawings, photos and artefacts to find out about the past. |
| Spring 1 | Polar Explorer | Know historical events that happened in the past, at different times and can be ordered on a timeline. Know there are similarities and differences between life in the past and the present. | <ul style="list-style-type: none"> Describe within living and beyond living memory and show where these are situated on the class timeline. Understand and begin to discuss where historical events and people might be ordered on a timeline. Describe key events in the lives of Matthew Henson, Ernest Shackleton and Felicity Aston. Begin to know the difference between historical sources – primary and secondary sources. | Significant person Within and beyond living memory Polar expeditions North and South Pole Matthew Henson Ernest Shackleton Felicity Aston Primary & Secondary sources | <ul style="list-style-type: none"> Explain why Matthew Henson, Ernest Shackleton and Felicity Aston were significant people in history. Use primary and secondary sources to find out about the past. Compare and talk about polar expeditions within and just beyond living memory. |
| Spring 2 | Great Fire of London | Describe within living and beyond living memory Understand and begin to discuss where historical events and people might be ordered on a timeline Know there are similarities and differences between life in the past and the present. | <ul style="list-style-type: none"> Describe changes within living memory – how life was the same / different in 1666 to the present day. Describe how firefighting has changed over time. Know when, where and how the Great Fire of London started, describing Thomas Farriner’s role in the fire. Recall the events of the Great Fire of London, how the fire spread so quickly and why it stayed alight for so long. Know out about Samuel Pepys and his diary. Describe the difference between primary and secondary historical sources. | Diary, burning, River Thames, Samuel Pepys, bakers, spreading, Pudding Lane, Candle, Thomas Farriner, King Charles II, fire, escape, fire hook, leather bucket, fire break, Sir Christopher Wren. | <ul style="list-style-type: none"> Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods, focussing on the houses people lived in and the emergency services. Find out about the past using a variety of historical sources (primary and secondary) e.g. diaries / books and be able to talk about what they've found out about the past. |

North Lancing Primary School – Knowledge Progression in History (Year 3)



| Year 3 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
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| Autumn | Victorians | <p>Explain reasons why someone might be significant. Talk about why the event or person was important and what changed/happened. Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> | <p>To understand what History is. To locate the Victorian era on a timeline. Find out who Queen Victoria was and investigate her life and family tree. Discover what was invented during the Victorian era and compare with our modern life today. Investigate what public health and medical care were like during the Victorian era Compare and contrast lives of Victorian children, their jobs and school life. What impact did Dr Barnardo and Lord Shaftesbury makes in the Victorian times for poor children?</p> | <p>British empire, reign, class, Dr Barnardo, poverty, work house, wealth, monarch, slate, Barnardo, Lord Shaftsbury, philanthropy, timeline, Victorian, compare, contrast, schools, Queen Victoria, Chronology, chronological order, health</p> | <p>Use books and the internet and visits to collect information about the past. Ask questions such as ‘how did people...? What did people do for...?’ Use a timeline within a specified period of history to set out the order things happened in that period and recall dates and terms with increasing accuracy. Use research skills to find answers to specific historical questions.</p> |
| Spring | Stone Age to Iron Age | <p>Know historical events that happened in the past, at different times and can be ordered on a timeline. Know there are similarities and differences between life in the past and the present.</p> | <p>To define ‘prehistory’ and learning how archaeologists find out about the past when there is no written history. Exploring the Palaeolithic, Mesolithic and Neolithic periods of the Stone Age. They will examine the site of Stonehenge and use a variety of sources to find and infer facts. Finding out about the Bronze Age and how bronze was made and used. Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age. Consolidating understanding of the Stone, Bronze and Iron Ages and ordering events and changes chronologically.</p> | <p>Prehistory, Archaeologists, timeline, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, periods, Cave, excavation, Star Carr, Stonehenge, cave art, tools, Britain Celts-Britons,</p> | <p>Using a timeline to understand the chronology of the Stone Age period (Palaeolithic, Mesolithic and Neolithic) in relation to other key historical periods. Beginning to make connections through discussions between the three different ages and identify any similarities and differences of their lifestyles, particularly their homesteads and the tools/weapons they used and how they were made.</p> |
| Summer | Ancient Greece | <p>Knowing that Greek life and achievements made influence on the western world. Understanding that historical events happened in the past, at various times and can be ordered on a timeline.</p> | <p>Finding out who the ancient Greeks were and locate their civilisation on a timeline. Exploring and discussing the three main types of government in ancient Greece – monarchy, oligarchy, and democracy. Comparing and contrasting the two city states of Athens and Sparta – using primary and secondary sources to find out about daily life in ancient Greece. Learning about gods, goddesses, and religious beliefs in ancient Greece. Investigating the lives and teachings of the ancient Greek scholars and philosophers. Exploring how modern life has been influenced by the ancient Greeks.</p> | <p>Ancient Greeks, civilisation, timeline, government, monarchy, oligarchy, democracy, primary sources, secondary sources, religious beliefs, scholars, philosophers,</p> | <p>Using books and internet to collect information about the past. Using a range of resources to understand about life in that period, including the teachings of scholars and philosophers. Using research skills to find answers to specific historical questions.</p> |

North Lancing Primary School – Knowledge Progression in History (Year 4)



| Year 4 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
|--------|-----------|--|--|---|---|
| Autumn | Vikings | To know that historical events happened in the past, at different times and can be ordered on a timeline. | To understand where Vikings originated from and why they settled in Britain. To know how the Vikings travelled and when they first arrived in Britain. To continue to develop chronological knowledge by understanding when the Viking era took place in relation to other key historical periods previously studied. To know why Vikings raided monasteries and pillaged expensive items for use in trading. To understand the relationship between the Vikings and the Anglo-Saxons and their battles to defend and control kingdoms. To understand the importance of King Alfred the Great. To understand how Vikings lived their lives including laws and punishments. To understand how the Viking era came to an end in 1066 as a result of the Battle of Hastings. | Viking, invade, invaders, settle, settlers, Norway, Denmark, Sweden, kingdom, long ship, raid wergild, laws, justice, runes, Danegeld, pillaged. | To discuss their ideas and make links, with their peers, developing their use of historical vocabulary. To use a timeline to understand the chronology of the Viking period in relation to other key historical periods. To make connections between the Vikings and Anglo-Saxons and identify any similarities and differences. To use a range of sources to help develop a greater knowledge of the Viking era. To consider useful questions to ask about the Viking period. |
| Spring | WW2 | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Explain reasons why someone might be significant. Talk about why the event or person was important and what changed/happened. Start to understand that during the same period of time. | To understand when and why World War Two started and understand the chronology of this period of time in relation to other key historical periods studied. To know when World War Two ended and Britain's response to the end of the war. To know the allied, axis and neutral countries in World War Two and consider reasons why they were allied, axis or neutral. To know what the Blitz was and the cities in Britain which were main targets for German air-raid attacks. To understand the reasons why these cities were key targets. To understand what rationing was and why it was so important. To understand the role and importance of evacuation. To understand what life was like in a local area during WW2 compared to life in this locality today. To know and compare the three main types of shelters which were used during WW2. To understand what propaganda is and why it was used/needed in WW2. To understand what Morse code is and why it was so useful during WW2. To understand the change in women's roles during WW2. To understand what VE day was. | World War Two, allied, axis, neutral, Germany, Nazi, Poland, France, Great Britain, Hitler, Neville Chamberlain, Winston Churchill, rationing, ration book, Anderson shelter, Morrison shelter, underground shelters, propaganda, evacuation, black out, blitz, air raids, dig for victory, active service, timeline. | To use a range of sources to help develop greater knowledge and understanding of the 1940s and how people lived their lives then. To consider useful questions to ask about significant events during WW2. To complete a field study of Newhaven Fort in order to understand why this location was of great significance during WW2. To examine photos of a local area (Worthing) during World War Two and compare life during the war to life today. To recall, select and organise historical information. To use a timeline to organise key events. |
| Summer | Volcanoes | To know that historical events happened in the past, at different times and can be ordered on a timeline. Talk about why events were important and what changed/happened. | To have a chronological understanding of the Roman era and when this period existed in relation to other key historical periods of time. To know about the biggest eruption of Mount Vesuvius and the significance of this eruption, especially in Pompeii. | Romans, Roman civilisation, Roman Empire, Mount Vesuvius, eruption, volcano, archaeologists, excavation, artefacts, plaster casts, Pompeii, ancient, preserved, remains, historical site, Pliny the Younger. | To use a range of sources to help develop greater knowledge and understanding of life in Pompeii at a specific point in time in the Roman era. |

North Lancing Primary School – Knowledge Progression in History (Year 5)



| Year 5 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
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| Autumn 1 | Changes In Ancient Britain (Stone Age, Bronze age, Iron Age) and the Roman Invasion | To have a chronological understanding of the Roman era and when this period existed in relation to other key historical periods of time. To know that historical events happened in the past, at different times and can be ordered on a timeline. | To appreciate that Ancient Britain (Stone Age, Bronze Age, Iron Age), was a huge period of time in the distant past. To understand the chronology of events both BC and AD and place events onto a timeline. To use archaeological finds to make deductions about a person's life and justify these. To understand what and where the Roman Empire was and the reasons for the first two Roman invasions. To make judgements on why they failed and to understand the key events of the final, successful Roman Invasion of Britain. | BC/AD, BCE/ACE, after, before, during, chronology, stone, flint, settlement, site, archaeology, henge, roundhouse, Celtic, empire, invasion, resistance. | To sequence Prehistoric time chronology using timelines. Compare life in early and late Ancient Britain. To begin to identify primary and secondary sources. |
| Autumn 2 | Changes In Ancient Britain (Stone Age, Bronze age, Iron Age) and the Roman Invasion | To understand the chronology of events both BC and AD and place events onto a timeline. To understand what and where the Roman Empire was and the reasons for the first two Roman invasions. | The British resistance (to the Roman Invasion) of Queen Boudicca. To understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. To understand how our knowledge of the past is constructed from a range of sources. | | Examine causes and results of great events and the impact on people. |
| Spring | Earth and Space: Helen Sharman – first British woman in space. | To know there was a 'space race' in the 1960s. That the first British astronaut in space was Helen Sharman. That Tim Peake (a local individual) was the first British person to live on the international space station. | To learn about the invention and development of the telescope and how it changed astronomy. To find out about the early years of space exploration from 1940 to 1970. To find out about the first landing on the moon. To find out about Mae Jemison, the first African American woman in space. To investigate some of the ways in which astronauts explore space today. To understand Britain's role in the history of space travel. Focus on Helen Sharman and her role as the first British person in Space. | Astronaut, mission, space station, The Space Race, explorers, probes, solar system, NASA, UK Space Agency, International Space Station. | Place Tim Peake's experience on time line in relation to other space travel. (Literacy link to astronaut biographies) |
| Summer | Coasts and Rivers: local study link to River Arun. | To know why events were important and what changed/happened. | Local focus on the River Arun and its history of trade and commerce. To understand that advances in technology and transport impact the ways rivers are used. | Trade, commerce, barges, navigation, transport. | Evolution of River Arun and comparing its historical uses to now. Links to school trip to Pulborough Brooks. |

North Lancing Primary School – Knowledge Progression in History (Year 6)



| Year 6 | Topic: | Prior Knowledge: | Key New Knowledge: | Key Vocabulary: | Working Historically: |
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| Autumn | Human Rights: | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Explain reasons why someone might be significant. Talk about why the event or person was important and what changed /happened. Start to understand that during the same period of time. | To recognise how Roman culture of Natural Law journey moving to Human Rights. To find out about key figures including: Martin Luther King, Nelson Mandela, Rosa Parks, Harriot Tubman, Claudette Colvin, Malala, Helen Keller, Louis Braille, Iqbal Marish and their impact on working towards fair rights and human rights for differing groups of world populations – fighting for causes of inclusivity and breaking down barriers for equal rights. Following WW2, the development of Human Rights and the impact of Eleanor Roosevelt in writing the Universal Declaration of Human Rights. | Human Rights; apartheid, equality, turning point, inclusivity, equal rights, Natural Law, Human Law, Human Rights, Declaration of Human Rights, | To understand the concept of cause and consequence of action and beliefs. To understand the importance of looking at situation from different viewpoints. To recognise different interpretations of periods in history and why it is important to look at different sources. To understand how people’s lives have shaped this nation and how this is impacted by the wider world. |
| Spring 1 | Ancient Egypt | To understand how our knowledge of the past is constructed from a range of sources. | To identify Ancient Egypt as a period in history and place it chronologically within others periods of history covered in KS1 and 2. To understand the concept of an ancient civilisation and how the Egyptian civilisation fits in. To study aspects including religious beliefs – gods and goddesses; clothing and fashion; leisure and games; traditions and systems including mummification; building and construction systems including pyramids; food and drink | Early civilisation, Ancient Egypt; chronology; Nile, expansion of empire, characteristic features of societies; pyramids, gods, goddesses, leisure, games, food, drink, crops, farming, physical and human geography, symbolism, hieroglyphs, | To research aspects of an ancient civilisation using different resources and sources – dairy entries, recounts, artefacts, images, paintings, photos, maps, online resources and books. |
| Spring 2 | Mayan Civilisation | To know about aspects of an ancient civilisation using different resources and sources (Egyptians). To make links between different ancient civilisations. | To identify where the Mayan civilisation developed and when chronologically. Also, how long this period lasted. To recognise that they lived in different cities but that they shared traditions and beliefs. To recognise that the Mayans had beliefs that developed legends of animals, people and spirits. To recognise that farming was an important feature of Mayan life. To know that adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents’ jobs | Mayan civilisation, Yax, Mutal and Palenque, Pakal the Great, legends, farming, Mexico, Tikal, Central America, temples, palaces, Spanish invaders, cities, Ahau or Ahaw - Cenote , City-state, Classic Period Codex ,Glyph, Haab', Hero Twins, Huipil , Itzamna, Lintel,Obsidian, Pre-classic Period , Post-classic Period, Pyramid , Stela, Uinal | To make links between different ancient civilisations; to understand the placement of the Mayan civilisation chronologically; To draw contrasts between different civilisations; To develop understanding of the purpose of people’s lives in different periods in history: looking at the process of change and diversity of societies. |
| Summer | Britain Since 1940’s | To understand when and why World War Two started and understand the chronology of this period of time. How key figures in recent history have affected our current lives. | Leisure and entertainment in the 20 th century – studying a theme in British history that extends pupils chronological knowledge beyond 1066. Following WW2, how did Britain develop and change through the decades from 1950 – 1990. Looking at changes of attitude; historical events including moon landing, World Cup, motorways opening, Olympics, development of TV, film and computers (all as an overview). Looking at the role of women in these changing decades and what impacts this. How key figures in recent history have affected our current lives from the world of entertainment, culture, politics and sport. To include Falkland War, | Decade, chronology, leisure, Falkland war, Olympics, prime ministers, equality, moon landing, parliament, contrasts, trends, continuity and change, historical perspective, cultural, economic, political, social history; short/ long-term timescales. | To understand that the difference between continuity and change; To analyse trends in different aspects of history To identify how world situations can impact British history. To understand how people’s lives have shaped this nation and how this is impacted by the wider world. |