

History Knowledge Progression Framework

Academic excellence and intellectual curiosity for all

Year Group	Time, change, chronology	Reasons and results	Interpretations	Historical evidence	Significance
EYFS	- I was born in [year]. - I have celebrated [an event specific to their culture] this year. - The past is different from today. - Time passes in (sequential) order. - Time changes us all. - I live with [family members] and this is different to xx, who lives with [family members]. - Today we have learned [events from the day]. First we did xx, then xx. - My life is different from the lives of people in the past. - Information can be retrieved from books and computers.				
1	- To know different types of modern housing. - To use appropriate vocabulary to describe different types of houses and identify features common to all modern homes. - To explore homes built a long time ago and identify their features. - Children will start to think about how homes have changed over time.	- The aeroplane has had a huge impact on the world because it made long-distance travel quick, cheap and easy. - Modern aeroplanes have become larger, faster and much safer than the Wright Brothers' original designs, but still have many of the same features. - Eleanor of Aquitaine was	Orville and Wilbur designed, built and flew their aeroplanes; Katherine worked alongside them in their business.	- Household items in the past were different than today. - Photos can be used to show things in the past. - People can tell us things that have happened in the past. - The Flyer was made from wood.	- An explorer is a person who explores a new or unfamiliar area. - The people who invented, built and piloted the world's first successful controlled aeroplane were American brothers Orville and Wilbur Wright. They had a sister named Katherine. - The first flight lasted 12 seconds.

- To know what Victorian homes were like inside.
- To know who Queen Victoria was and the period of the Victorian era.
- They will investigate what the interior of Victorian homes were like.
- identify some features of Victorian homes.
- Victorian homes did not have electricity and explain how this would have made Victorian homes different to modern homes.
- Explore some common objects found in Victorian homes, such as bellows and mangles.
- To identify similarities and differences between Victorian and modern homes
- The first flight of 'The Flyer' took place in 1903.
- Mansa Musa was the king of Mali, a wealthy empire in West Africa, during the 14th century (over 700 years ago).

- already powerful as a duchess in France, but her status changed when she married King Henry II — she became Queen of England.
- Eleanor's leadership was unusual and impressive for a woman in the 1100s. She showed that women could be strong, wise, and capable leaders.

- When Mansa Musa returned to Mali, he used his wealth not just for himself, but to **build schools in Timbuktu** so that people could learn to read, write, and study.

2	• The Great Fire of London started on Pudding Lane on 2nd September 1666 • The fire likely started at a baker's house. • A toy is an object for a child to play with, these have changed throughout history. • Toys can be anything from simple pieces of wood and string, to modern computers • Teddy bears were newly popular at the start of the 1900s - about 120 years ago. • Elizabeth I and Mary I were <i>half-sisters</i> - they had the same father, King Henry VIII, but different mothers. • Mary's mother was Catherine of Aragon; Elizabeth's mother was Anne Boleyn. • Elizabeth I became Queen of England in 1558 and ruled until 1603. • Nūr Jahān was born into a noble family and would later play a key role in	• The main reason the fire spread is because the houses were made of wood. • The fire started in a bakery in Pudding Lane. • because they had good transport links. • People from all points in history and from all around the world have made and played with different kinds of toys • Toys have developed and changed a lot over time; new materials have been used and new technologies have become available • The way toys have changed over the centuries shows what materials people had to work with, such as stone, wood, clay, iron or plastic • Elizabeth I ruled independently, showing strength, confidence, and leadership during a time when this was unusual for women.	• Samuel Pepys and John Evelyn both wrote diaries • Thomas Farriner the baker at whose home the fire started, • King James I ruled at the time of the fire starting • Christopher Wren, was the leading architect who helped rebuild London after the fire. •	• There are no photographs of the Fire that happened. • We can see many examples of buildings from the Victorian era in our local area. • That primary sources such as newspapers, tax records and diaries tell us about past events • That an eye-witness account can tell us about life at the time, the events of the fire from their point of view but they are only one point of view/one interpretation of what happened • Elizabeth I is remembered as a strong and successful monarch, who led England through a time of peace and cultural growth, often called the Elizabethan Age. • The Mughal Empire was a large and	• After the fire, houses and buildings had to be made of brick and stone. • The event changed London; building materials, wider streets and sewers, introduction of fire brigades. • Christopher Wren was a leading architect who helped rebuild London. • Modern toys, including scooters, yo-yos, marbles and skipping ropes were around in Roman times. • Understanding Nūr Jahān's role helps children appreciate that power and leadership can take many forms, and that historical sources such as seals, portraits, and letters help us learn about the past.
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	ruling the empire with Emperor Jahāngīr	- Queen Elizabeth I was the monarch of England at the time. She remained calm, brave, and confident, showing strong leadership. - Nūr Jahān's story shows that women in the past could also be leaders and have influence in royal courts and government.		powerful empire in South Asia (India) during the 1600s.	
3	- BC means 'before Christ'. Anything that happened before the year AD 1 is BC. - The Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD and the majority of this time is referred to as the Stone age. - Skara Brae was discovered in 1850 - In around 2150 BC, copper was mixed with tin to make bronze. - The first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal.	- The Stone Age gets its name from the stone used to make tools and weapons. - The use of stone did not suddenly stop as it took some time for information about the new processes to spread, and for people to understand the benefits. - The population increased because the iron farm tools meant that more food could be produced. - The Romans were successful because their army was large, strong and well-organised. - The Celts were fierce	- Prehistory is any period of history before written sources. - The Stone Age people left no written records, so we are reliant on archaeological evidence, and there are often different interpretations of these finds. - The evidence found at Skara Brae shows that people moved from being hunter gatherers to living in communities and some had leisure time. - Hadrian's Wall in Northern England was	- The Stone Age people left no written records, so we are reliant on archaeological evidence, and there are often different interpretations of these finds. - Archaeologists know a great deal about them following the discovery of the Great Orme Mines in Wales in 1987. - The Amesbury Archer was found near Stonehenge in 2002 and is a significant find. - We have fewer Iron Age objects than those	- Skara Brae gives lots of information about how the people lived because it has been so well preserved. - Today, we call the people who lived in Britain during the - Traders from all across the world flocked to Baghdad to sell their wares. - People from the Iron Age were named 'Celts'. - The technological innovations of the Bronze and Iron Age changed people's way of life

	- Emperor Julius Caesar attempted to invade Britain in 55 BC. He was forced to retreat. It wasn't until 43 AD that Roman emperor Claudius managed to conquer Britain. - A civilisation is a group of people who have a common language, produce their own food, a system of government and some form of urban development.	warriors, and different tribes were often at war with one another - they fought amongst themselves and were unable to work together against the Romans. - Most Egyptians were farmers who worked for long hours on the land. Women and girls helped on the land and looked after the home - The River Nile ensured the Egyptians were a successful civilisation; it provided fertile land.	built to mark the boundaries of the Roman Empire and to keep the Scots out. - City life was centred on a huge mosque. Bustling markets and shops surrounded the mosque and contained goods from all over the world due to Baghdad's position on the 'Silk road' to the far-east. - Tutenhamun was a pharaoh who took the throne as a young boy and was the last of his royal family to rule. The Egyptians buried their pharaohs in elaborate tombs with lots of treasures and other items they might need in the after-life.	from the Bronze Age, as iron rusts and is less durable. - When the Romans came to Britain they brought their way of life with them. The Britons began to live the Roman lifestyle and the Romans took on local customs (architecture, hygiene, road building) - Boudicca was a Celtic Queen of the Iceni tribe. The Romans were very cruel to her and she fought to take back her land and became known as the 'Warrior Queen'. - About 100 years ago an archaeologist called Howard Carter discovered the tomb of Tutenkhamun with many treasures.	
4	- The Angles and Saxons invaded and settled in Britain when the Romans left in 400 AD. - Initially, Anglo-Saxons were pagans who believed	- The Anglo-Saxons came from Germany, Denmark and The Netherlands. - Anglo Saxons mainly came to Britain for the better climate and good	- Different Anglo-Saxon tribes ruled different parts of England. - The Vikings took over most of Britain - except Wessex which was ruled	The Pope in Rome sent a monk called Augustine to persuade the King to become Christian. Many Saxons converted to	Modern English is related to the languages spoken by the Anglo-Saxons, and the word England is derived from 'Angle-Land'

	in many Gods and had superstitions. - The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. - The 'great' Viking invasion was in 865 when an army of Vikings sailed to Britain. This time they wanted to conquer land, not just raid it. - Baghdad is the modern day capital of Iraq, but in 900 AD it was a newly built city state.	land for farming. - The Vikings initially were raiders who fought the local people, stealing from churches and burning buildings. - They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful things. - Like Anglo-Saxons, Vikings were pagans who converted to Christianity. - Baghdad was founded by the Abbasid caliphate which was a successor empire to the initial spread of Islam out of the Hijaz.	by Alfred the Great - Baghdad was built to emphasize the greatness of Islam and the city became very advanced. It was a centre of learning and discoveries in science, maths and the arts. - Baghdad traded goods from all over the world due to Baghdad's position on the 'Silk road' to the far-east.	Christianity and built monasteries & churches. - Sutton Hoo is an Anglo Saxon burial site. A ship was discovered in the largest mound. The artefacts tell us about Anglo-Saxon life. - King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain. - Traders from all across the world flocked to Baghdad to sell their wares.	- After years of fighting the Vikings and Alfred made a peace agreement. An imaginary dividing line (border) was agreed to run across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were to the east. - Numbers, algebra, Islam, patterned art, surgery and modern medicines all came from this time.
5	- Queen Victoria's reigned from 1837-1901 - The first railway murder took place in 1864 on train travelling from Fenchurch Street towards Hackney on the North London Railway - Empire is the name for a group of countries ruled by a person, government or country. - At its height, The British Empire was the largest	- During the Industrial Revolution, machines were invented that could do many traditional jobs. This left many people out of work, so they came to cities to find jobs in factories. - Steam power was developed and used during the industrial revolution to create faster and more powerful	- Although the country became wealthy the factory workers lived and died in very poor conditions - The Empire exploited people through slavery and the taking of land from indigenous people. - The leader of	- The houses were built close together really quickly and cheaply - Newspapers were used as sources of information. - Many pilots came from other parts of the British Empire to help defend Britain, e.g. Flight Officer Jellicoe Scoon from Grenada	- Britain's railway & canal network grew rapidly allowing quicker communication and movement of products. - Train timetables were introduced - After WWII ended, many of the countries Britain had ruled over wanted to become independent. India was the first nation to gain

	empire in history • The first British Empire began to take shape in the early 17th century with the establishment of colonies on the east coast of North America • In the 19th century, Britain built a second empire, taking control of India and large areas in Africa, as well as Canada and Australia. • WW2 started in 1939 and ended in 1945. It was fought in the air, on land and at sea.	machines. • This opened up access to new sources of raw materials for use in factories. • The East India Company was set up to trade in Asia, but over the next 200 years it became the most powerful company in the world. • In order to invade Britain, Hitler wanted to destroy the British Air Force so German ships could safely carry soldiers across the English Channel. • The British Air Force fought the Luftwaffe in the air. Many of these battles took place over the Kent coast, which is the closest part of Britain to Europe. • The attempt of the Luftwaffe to destroy the British Air Force is called the Battle of Britain. It lasted from July - October 1940. • The British Air Force had the advantage of radar to find and track Luftwaffe	Germany was Adolf Hitler. Hitler wanted to invade Britain. • After Britain had won the Battle of Britain, Germany instead focussed on bombing British cities. This was called the Blitz.		independence from Britain
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6	- Pupils locate Ancient Greece within a wider world timeline and make links with Egypt, Rome, and Benin. - They understand that Greek periods (Minoan, Classical, Hellenistic) developed sequentially and overlapped with other civilisations. - Pupils explain how geographical features such as mountains shaped the chronology of political development. - Place women's roles across Ancient Egypt, Rome, Anglo-Saxon Britain, the Victorians, and the Suffrage movement into chronological context. - Trace continuity and change in rights, freedoms, and expectations across time. - Create timelines to show key milestones (e.g., 1918 Representation of the People Act; 1928 Equal	- Explore how geography influenced the rise of city-states and why Athens and Sparta developed contrasting systems. - Understand causes of political change (e.g., the creation of democracy in Athens) and consequences for citizens and non-citizens. - Examine the legacy of Greek culture (philosophy, architecture, Olympics) and its enduring results in the modern world. - Examine social, cultural, and political causes for the suffrage movement's emergence in late Victorian and Edwardian Britain. - Investigate the consequences of the Suffragettes' campaigns—both immediate (arrests, publicity) and long-term (greater equality). - Explore how WWI	- Compare how democracy is represented in modern Britain and Ancient Athens, exploring differing judgements of fairness. - Consider how myths carry moral interpretations and how philosophers like Socrates questioned accepted truths. - Explore contrasting views of Suffragettes then and now (e.g., labelled as violent troublemakers versus pioneers of equality). - Consider how class and background influenced differing perspectives on women's roles. - Recognise different perspectives on the Islamic world (e.g., Ibn Fadlan's contrasting accounts of Vikings, Western views of Islamic scholars). - Compare interpretations of the	- Analyse visual and written sources (e.g., Pnyx, pottery, myths, Herodotus' writings) to draw conclusions about society. - Distinguish between myth, history, and archaeology, recognising the value and limits of each as evidence. - Analyse primary sources (photographs, posters, diaries, speeches) to understand women's experiences. Apply the LACE framework (Look, Ask, Conclude, Expand) to question reliability and bias in Victorian and Suffragette evidence. - Use primary and secondary sources (maps, travellers' accounts, artefacts, architecture) to reconstruct	- Evaluate the influence of Ancient Greek democracy, literature, and medicine on Western civilisation. - Assess why philosophers, physicians, and architects remain remembered today. - Reflect on the continuing significance of Greek words, myths, and cultural practices in modern life. - Evaluate why the Suffrage movement was a turning point in British democracy. - Explore the long-term significance of figures such as Emmeline Pankhurst and Emily Davison. - Consider how the struggle for equality continues to shape society today. - Assess Baghdad's importance as a centre of trade, learning, and culture.

	Franchise Act; 1970 Equal Pay Act). - Place the founding of Islam in the 7th century CE in relation to the fall of Rome, the Byzantine Empire, and Anglo-Saxon England. - Sequence the Rashidun, Umayyad, and Abbasid Caliphates, recognising continuity and change across them. - Understand Baghdad's central role within the Silk Roads and its impact on global trade.	accelerated political change for women. - Analyse causes of the Islamic empire's expansion and the consequences for culture, religion, and trade. - Understand why Baghdad was founded as a new capital and how its geography led to prosperity. - Explore reasons for the Sunni-Shia divide and its historical outcomes.	House of Wisdom's role, exploring why historians debate its exact nature.	Baghdad's significance. Evaluate sources for usefulness and reliability, recognising how historians build knowledge from fragments.	- Explore legacies such as algebra, medicine, philosophy, architecture, and the transmission of ancient knowledge. - Understand how Islamic civilisation's contributions shaped global progress in science, mathematics, and art.
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Knowledge points highlighted are the non- negotiable skills/ knowledge development each year for children with SEND who are working well below age related expectations.