

Federation of St Nicholas and Kirkby Malzeard Primary Schools: Substantive Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2

Components	EYFS (Understanding the World) (Nursery in red)	Key Stage 1 Year A	Key Stage 1 Year B	Year A	Year B	Year C	Year D
	In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.			Year 3 and Year 4: building on the work studied in EYFS and Key Stage 1, children focus on specific periods of history gaining knowledge of each component including key terms. Year 5 and Year 6: make links between all topics and periods studied throughout Key Stage 2, gaining greater depth of knowledge and historical perspective about each component of the curriculum. They understand the key terms because they have studied them in a range of historical contexts.			
<p>Conflict, power and superiority</p> <p>Key terms: conflict, power, wealth, superiority, battle, civil war, conquer, conquest, conquistador, defeat, invade, invasion, rebellion, siege, war</p> <p>Political</p> <p>Compare and contrast the different types of government in the past: in the UK and the ancient world: How the way Britain/UK is ruled has changed stayed the same throughout history.</p> <p>Key Terms: city state, decline democracy, dynasty, empire, kingdom, monarch, monarchy, parliament</p> <p>Social and Cultural</p> <p>Compare and contrast different societies and cultures differences and similarities between the daily lives of</p>	<p>Remembering events - link to commemoration and remembrance.</p> <p>Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)</p> <p>Talk about members of their immediate family and community Name and describe people who are familiar to them Make family trees and share in small groups</p> <p>Find out about key historical people based on PLODS e.g. Little People Big Dreams- Ernest Shackleton?</p> <p>Look at past pictures of the children-baby, toddler, child and comment about how</p>	<p>Remembrance Day – know the reason why we remember people who gave their lives in wars. Know why the poppy is a symbol of commemoration.</p> <p>Bonfire Night: know that the reason for the gunpowder plot was to blow up the king in the houses of parliament.</p> <p>HOMES</p> <p>What was it Like to live in West Tanfield or Kirkby Malzeard in the past?</p> <p>Compare home, school, transport buildings, jobs and say how they have changed over time</p> <p>Find out about the buildings in West Tanfield or Kirkby Malzeard which used to be mills in Victorian times and why they are now flats and houses.</p>	<p>Remembrance Day – know the reason why we remember people who gave their lives in wars. Know why the poppy is a symbol of commemoration.</p> <p>TRAVEL AND JOURNEYS</p> <p>Transport in the Past:</p> <p>Compare transport from recent history with transport today (e.g. electric bikes and cars, drones). How have children’s lives changed?</p> <p>Compare travel of the past to travel and transport today including difficulties and challenges from the past.</p> <p>Find out about how people travelled in Victorian times e.g. Stagecoach and Rail</p>	<p>Monks and the Middle Ages</p> <p>Know that religion or strong beliefs can sometimes be a reason why people disagree and a reason why people can move the places where they live</p> <p>Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Know that those who rule can sometimes dictate what religious beliefs and practices can continue (Dissolution of the monasteries)</p> <p>Know that Fountains Abbey was the centre of a huge wool trade in the UK, fleeces shipped overseas via River Ure and Boroughbridge port. Made Fountains Abbey very wealthy and powerful.</p>	<p>MIGRATION</p> <p>Industrial Revolution</p> <p>Power of wealth led to brutal conditions for some poorer people who moved to cities in the industrial revolution</p> <p>Know that most land in our area was not owned by the people who lived on it – they did not have much say over their own future</p> <p>Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Industrial Revolution: know about goods, trade routes and transport in the Skipton area before and after the Industrial Revolution and the technology which escalated the pace of change.</p>	<p>Stone Age to Iron Age</p> <p>Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes.</p> <p>Know that evidence found in burial site shows us that battles between tribes took place.</p> <p>know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain.</p> <p>Stone Age to Iron Age: the growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves;</p> <p>Stone Age and Celts their influence on Britain</p> <p>Know about: hierarchy in society; homes, food, farming; , jobs, buildings,</p>	<p>Vikings/Anglo Saxons:</p> <p>Know about the reasons each had for invading England.</p> <p>Know what happened to the kingdoms after the Vikings invaded, including Danelaw.</p> <p>Know the impact of Anglo Saxon kingdoms and Danelaw on the UK today</p> <p>Know that Anglo Saxon tribes often fought each other.</p> <p>Anglo Saxons: know that castles were built throughout England as a result of the Norman conquest. Know about the impact of the Norman invasion on the way our country was ruled.</p> <p>Know the locations and reasons for the main battles between Anglo Saxons and Vikings and the</p>

<p>different people: rich and poor; women and men; girls and boys. Significant inventions or events which changed societies</p> <p>Key Terms: civilisation, clan, tribe, culture, hierarchy, nomads, settlers, slavery, society, technology</p> <p>Economic and Trade</p> <p>Compare the reasons why different people invaded and settled in Britain; Know why trade is important to cultures and civilisations Know about transport and trade routes in Britain's past;</p> <p>Key Terms: conquer, conquistador, decline, empire, exploration, immigration, invade, invasion, settlers, agriculture, trade</p>	<p>much we have grown timeline Read stories based on children growing up-Once There Were Giants and The Growing Story</p> <p>Talk to the class about past events in their lives and the lives of others Encourage the children to ask relevant questions</p> <p>Talk about the lives of people around them and in the wider community and their roles in society.</p> <p>Discuss the type of jobs that are familiar to them - Little People Big Dreams of certain occupations linked to PLODS</p>	<p>Who Lived in Knaresborough Castle Know the names of some of the family who lived in the castle in the past, the main rooms of the castle and what they were used for; why the castle was used as a fortress.</p> <p>Know about other people who live in castles like the King</p> <p>Find out about life for people who lived and worked in Knaresborough Castle.</p> <p>The Great Fire of London – destruction of homes Find out about everyday life in the past in London.</p> <p>How did the fire start and why?</p> <p>How it changed after the fire.</p> <p>The Great Fire of London - know that the king helped to put out the fire. Compare role of the monarch with our King today</p>	<p>and when the railway station was built in Ripon</p> <p>Holidays in the Past – know about: Know holidays in the past and compare with holidays today, including entertainment and transport.</p> <p>Know about: how people travelled to different holiday destinations in the past; how holidays and holiday entertainment have changed during the last 100 years</p> <p>Neil Armstrong – the ultimate journey Neil Armstrong- know that transport has developed for different purposes (mostly economic): exploring, for holidays and for day to day use (get to work/school).</p> <p>Neil Armstrong – know about the lives and achievements of pioneers and explorers, how they caused change and why we remember them today.</p>	<p>The Tudors (focus on Elizabethans) Know that Henry VIII fell out with the Catholic church in Rome and years of Religious difference between Catholic Spain and Protestant England, as well as fighting over the treasures of the 'New World' led to the Spanish Armada and battle</p> <p>Tudor Explorers Know about: - hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Know that England and Wales were ruled by a succession of powerful monarchs known as the Tudors. Kings and Queens had more power than they do today.</p> <p>Ancient Maya: know the reasons why the Spanish conquistadors came to Mesoamerica and what the consequence was.</p> <p>hierarchy in society know that the Ancient Maya lived in City States ruled by powerful kings.</p>	<p>Titanic Stark contrasts in survival between those in positions of power on the ship and those who were not</p> <p>Titanic and WW1 In the Edwardian era, women could not vote and people who governed rural and urban areas were quite wealthy in comparison to the ordinary people who lived and worked there. This led to people seeking opportunities overseas.</p> <p>Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Know that the Titanic was at the end of a period of enormous invention. Steamships part of inventions which made trade and transport routes easier</p> <p>Post WWII and immigration Know that transport and trade routes of the past made links between other countries and Great</p>	<p>communication; leisure time; religion</p> <p>Roman Britain: Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain.</p> <p>Roman Britain: know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over.</p> <p>Know how Britain was ruled before and after the Roman invasion.</p> <p>Know some of the reasons for the battles. Roman Britain – know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know why some tribes rebelled and some became allies of the Romans</p> <p>Know about: hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion</p>	<p>significant kings and rulers. Anglo Saxons and Vikings: know about hierarchy on society; know that the Anglo Saxon Britain was not one kingdom but several.</p> <p>Anglo Saxons and Vikings: Know the reasons why Angles, Saxons and Jutes came to Britain and settled. See evidence found in archeological sites of Anglo Saxon trade with other countries. Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society.</p> <p>Ancient Egypt: Know the Hierarchy of Ancient Egyptian Society</p> <p>Ancient Egypt: know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from</p> <p>Ancient Egypt: know about the importance of the River Nile as a trade route</p> <p>Ancient Egypt: hierarchy in society;</p>
--	--	---	---	---	--	---	--

	<p>Begin to make sense of their own life story and family history.</p> <p>Show interest in different occupations.</p>			<p>: Know what goods they traded, who they traded with and how they traded (transport and trading routes.)</p> <p>Know the impact of trade on the Ancient Maya.</p> <p>Know about the impact of the Spanish explores and traders on the Ancient Maya</p>	<p>Britain which led to migration links</p> <p>Wind rush Post WW2 Britain and immigration. Know that wars and conflict led to immigration (Windrush)</p> <p>Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p> <p>Post WWII Britain/Windrush: know that African Caribbean people were present in Britain before the 1940s</p> <p>To develop historical perspective about Britain's cultural diversity</p>		<p>homes, food, farming; jobs, buildings,</p> <p>Crime and Punishment Know that the way we deal with crime and punishment has changed in some ways;</p> <p>know people were treated harshly in Victorian times due to poverty and differences in class. Government was not always 'fair' as we would see it today</p>
--	---	--	--	--	--	--	---

