

# History Key Learning

Strand	Key Learning / Progression in Knowledge and Skills
<b>EYFS Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Order simple experiences in relation to themselves, and others including stories, events, and experiences (Lancashire Planning Document).</li> </ul>
<b>EYFS Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books (Lancashire Planning Document)</li> </ul>
<b>EYFS Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>Talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</li> <li>Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.</li> <li>Talk to others about what they know about a key person, character, event from the past.</li> <li>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</li> </ul>
<b>Year 1 Chronological Understanding</b>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Put three objects in chronological order. (old, new/young, days, months and years)</li> <li>Know that some objects belonged to the past.</li> <li>Explain how they have changed since they were born.</li> <li>Describe special or significant events in their own lives.</li> <li>Use common words and phrases relating to the passing of time (a long time ago, old, new).</li> <li>Ask and answer questions about old and new objects.</li> </ul>
<b>Year 1 Historical Enquiry</b>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Identify old and new things in a picture.</li> <li>Use sources to answer questions about the past e.g. which object is older? How do we know?</li> <li>Make simple observations about different people and events.</li> <li>Give a plausible explanation about what an object was used for in the past.</li> <li>Consider why things may change over time.</li> </ul>
<b>Year 1 Knowledge and Interpretation</b>	<p><b>The lives of significant individuals who have contributed to national and international achievements</b></p> <ul style="list-style-type: none"> <li>Know that some famous people have helped our lives be better today.</li> <li>Use a variety of historical terms such as Pole explorer.</li> <li>To know when the Queen's coronation took place, within a chronological framework.</li> <li>Talk about what a significant person has done to become well known/famous.</li> <li>Recognise that we celebrate certain events because of what happened many years ago.</li> <li>Retell or choose part of simple stories about people and events in the past.</li> </ul>
<b>Year 2 Chronological Understanding</b>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <ul style="list-style-type: none"> <li>Use phrases like 'before', 'after', 'past', 'present', 'then', 'a long time ago' and 'now' in their historical learning (Castles).</li> <li>Recognise that their own lives are similar / different from the lives of people in the past.</li> <li>Talk about ways of life at different times. (Grace Darling/Castles)</li> <li>Sequence a set of events and facts in chronological order and give reasons for their order. (Changes over time Lancaster Castle)</li> </ul>
<b>Year 2 Historical Enquiry</b>	<p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>Identify some of the basic ways the past can be represented e.g. through pictures (Quality images of castles photographic and illustrative).</li> <li>Research the life of a famous Briton from the past using different resources to help them. Grace Darling/Mary Queen of Scots.</li> <li>Research the life of someone who used to live in their area using the internet and other sources to find out about them (Sir Richard Owen).</li> <li>Talk and write about who was significant in a simple historical account (Grace Darling).</li> <li>Answer questions by using specific sources, such as objects, pictures, stories, plays, songs, film clips (Grace Darling), museum displays and information books (Castles).</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast using simple historical sources e.g. pictures (Castles - Lancaster and Bolton).</li> <li>• Compare their lives to the lives of people living in castles.</li> </ul>
<b>Year 2 Knowledge and Interpretation</b>	<p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>• Use simple historical sources, children understand why castles were built and features they needed.</li> <li>• Understand how the constructions of castles at different points over time has shaped the lives of our nation.</li> <li>• Understand what life was like for people living in castles and what the different roles of people were (making their experiences of life very different).</li> <li>• Research the life of a famous Briton from the past using different resources to help them. Grace Darling</li> </ul>
<b>Year 3 Chronological Understanding</b>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>• Understand where the Roman Empire began.</li> <li>• Research Julius Caesar and create a timeline of his life.</li> <li>• Establish a chronological understanding of the Roman invasion of Britain using appropriate historical terminology i.e. Roman, decade, BC, AD.</li> </ul> <p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• Explain when and where the Vikings came from and why they raided Britain.</li> <li>• Use a timeline to set out the order things may have happened.</li> <li>• Use their mathematical knowledge to work out how long ago events happened.</li> <li>• Explain how the last Anglo-Saxon kings shaped Britain.</li> </ul>
<b>Year 3 Historical Enquiry</b>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>• Find out what a Roman soldier wore and why.</li> <li>• Research the size and structure of Hadrian's wall and when it was built.</li> <li>• Learn about the impact of Roman technology, culture and beliefs from Roman artefacts.</li> <li>• Learn about Roman beliefs from studying Roman gods.</li> </ul> <p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• Compare the significance of Anglo-Saxon kings in the Viking period.</li> <li>• Use various sources of evidence to answer questions.</li> <li>• Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</li> <li>• Use various sources to piece together information about a period in history.</li> <li>• Recognise how sources of evidence are used to make historical claims. (Artists' pictures, museum displays, artefacts, written sources)</li> </ul>
<b>Year 3 Knowledge and Interpretation</b>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>• Research the events of Boudicca's rebellion from different perspectives.</li> <li>• Recognise connections, contrasts and trends of Roman instruments.</li> </ul> <p><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• Explain who Ethelred II was and say when and why Danegeld was introduced.</li> <li>• Identify and explain key aspects of Viking life.</li> <li>• Use relevant and appropriate historical terms such as settlement, invasion etc.</li> <li>• Explain how the legal system worked in Anglo-Saxon Britain.</li> <li>• Recognise that Britain has been invaded by several different groups over time, making connections and contrasts over time.</li> <li>• Show their historical findings through a range of methods including the use of ICT, maps and timelines.</li> </ul>
<b>Year 4 Chronological Understanding</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Plot historical events on a timeline.</li> <li>• Use the appropriate terminology i.e. century, ancient, Egyptian, empire, BC.</li> <li>• Learn about when and where the ancient Egyptians lived.</li> </ul> <p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>• Find out what happened in The Stone Age and put events in the correct order.</li> </ul>
<b>Year 4 Historical Enquiry</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Find out about ancient Egyptian life by looking at artefacts.</li> <li>• Understand how evidence can give us different answers from the past. (The discovery of the tomb of Tutankhamun- two versions of events).</li> </ul> <p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>• Research facts about the Maya civilization.</li> <li>• Locate the ancient Maya cities.</li> </ul>

	<ul style="list-style-type: none"> <li>Find out what we know about the Maya from the drawings of Frederick Catherwood.</li> </ul> <p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>Find out how cave paintings told us about life in The Stone Age.</li> <li>Discuss what we know about Skara Brae and how.</li> </ul>
<b>Year 4 Knowledge and Interpretation</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Understand what was important to people during ancient Egyptian times.</li> <li>Identify characteristics of society.</li> <li>Understand and explain the ancient Egyptian ritual of mummification.</li> <li>Compare and contrast the Egyptian writing system with my own.</li> <li>Compare and contrast the powers of different Egyptian gods.</li> </ul> <p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>Consider similarities between the Maya gods, Egyptian Gods and different religions today.</li> <li>Compare the Maya number system to our number system.</li> <li>Compare what the Maya people grew and ate to what we / the Egyptians ate.</li> <li>Learn about Chichen Itza.</li> </ul> <p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>Compare homes on the Palaeolithic, Mesolithic and Neolithic times.</li> <li>Talk about what people ate in the Stone Age and how this changed over time.</li> <li>Compare life in the Stone Age to life today.</li> </ul>
<b>Year 5 Chronological Understanding</b>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Sequence events and periods using appropriate terms: Victorian era, turn of the century, pre-war.</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Know where and when the Ancient Greek civilisation existed and order events on a timeline.</li> <li>Know some significant events from the history of Ancient Greece.</li> </ul>
<b>Year 5 Historical Enquiry</b>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Use primary and secondary sources to discover what life was like in our locality in The Victorian Era and support their line of enquiry.</li> <li>Discuss and evaluate the reliability of primary and secondary sources and make inferences.</li> <li>Use coastal settlement patterns and railway routes as a basis for research to use this information to test a hypothesis</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Find out what information we can gather from artefacts e.g. Vases. Research and describe an important Greek artefact.</li> <li>Recognise that the past is constructed from a range of different sources.</li> <li>Use a wide range of sources as a basis for research to answer questions and to test hypothesis.</li> </ul>
<b>Year 5 Knowledge and Interpretation</b>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Describe how the leisure industry developed from 19<sup>th</sup> century to today.</li> <li>Explain how our locality has changed over time, explaining how things have changed or stayed the same.</li> <li>Describe how different people in the Victorian era worked, travelled and funded coastal visits.</li> <li>Make connections, draw contrasts and trends over the periods from Victorian Era to now.</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Learn about the Greek Empire, how it was established and maintained and the impact on the wider world.</li> <li>Use appropriate vocabulary when discussing and describing historical events and concepts i.e. democracy, society.</li> <li>Research the religious beliefs of the Ancient Greek people and talk about the gods they worshipped.</li> <li>Understand the Greek writing system, know some of the well-known Greek writers and stories.</li> <li>Read and understand some Ancient Greek myths.</li> </ul>
<b>Year 6 Chronological Understanding</b>	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>Explain why World War II began and order events from early WW II on a timeline.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe what happened during some key events from WWII and order them on a timeline.</li> </ul>
<b>Year 6 Historical Enquiry</b>	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>Identify how historical artefacts have helped us understand more about British lives in the present and past.</li> <li>Discuss how different accounts of events have helped us build up a picture of the past. Give reasons for contrasting arguments and interpretations of the past.</li> </ul>
<b>Year 6 Knowledge and Interpretation</b>	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>Show an appreciation for what life was like for an evacuee.</li> <li>To know when, where and why children were evacuated.</li> <li>Understand why and how rationing was introduced during WWII and how people adapted to deal with reduced product availability.</li> <li>Describe how people's diets were different during WWII, and make comparisons with their own.</li> <li>Understand how important and significant the role of women was during WWII.</li> <li>Describe women's wartime jobs and what they entailed.</li> <li>Explain what the holocaust was and describe some events that happened.</li> <li>Understand the impact on people's lives as a result of historical events/ situations (Nazis/Holocaust).</li> </ul>