

Inspire to Aspire

Nightingale Primary School

History Progression of Knowledge and Skills

Nightingale Primary School

EYFS

EYFS – Early Learning Goals & Development matters	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>ELG: Past and Present</p> <p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p> <p>Development Matters 2023 - Comment on images of familiar situations in the past.</p> <p>Development Matters 2023 - Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling ● Make comments about what they have heard and ask questions to clarify their understanding ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> ● 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 ● Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. ● Offer opportunities for children to begin to organise events using basic chronology, recognising 	<ul style="list-style-type: none"> ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ● Offer hands-on experiences that deepen children's 	<p>I can talk about old and new.</p> <p>I know that everyone has family and that they are all different.</p> <p>I can listen to different stories and information about the past within my living memory.</p> <p>I can talk about the differences and similarities within our families.</p> <p>I can make observations about what I have seen.</p> <p>I can discuss and give my opinions of different objects, images or stories from the past.</p> <p>I can talk about events that have happened within my lifetime.</p>

	<ul style="list-style-type: none">● Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.	<p>that things happened before they were born.</p> <ul style="list-style-type: none">● Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	<p>understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p>	
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Year 1

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]	<ul style="list-style-type: none">• To develop a simple awareness of the past• To tell stories from the past• To recognise a past and a present in their own and other people's lives• To identify some things from their own past• To identify some differences between past and present• To know some of the main events and people studied in a topic• To show some understanding of aspects of the past beyond living memory	<ul style="list-style-type: none">• To use simple words and phrases to describe the past - after, before, between• To arrange objects in order of their age• To begin to use very simple timelines to order some recent events	<ul style="list-style-type: none">• To identify old and new from pictures• To use stories as sources for answering questions about the past• To observe and handle artefacts, and use this to ask and answer questions	<p><u>A Toy's Story (Spring 1):</u> I can recognise and discuss things that are the same about 'old' and 'new' toys; I can understand why toys have been changed from my grandparents to me; I can understand where different toys came in history; I can explain changes to toys using appropriate vocabulary. I know that toys are made from different materials and that new toys can be made from plastic.</p> <p><u>Your Majesty (Spring 2):</u> I know that King Charles is the head of the Royal Family. I know that King Charles III is the king of The United Kingdom and 14 Commonwealth Realms. I know that the word Monarch is a person who reigns over a country.</p> <p><u>Marvellous Medics (Summer 2):</u> I know that Florence Nightingale made sure that the wards were clean to stop</p>

<ul style="list-style-type: none">• significant historical events, people and places in their own locality				illness, I know that nursing changed because of the 'Nightingale Wards' where lots of patients could be looked after at one time.
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Nightingale Primary School

Year 2

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • significant historical events, people and places in their own locality • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria] 	<ul style="list-style-type: none"> • To retell stories, they have heard, about the past • To pick out the main elements of stories they have heard about the past • To discuss what they have enjoyed most about stories from the past • To explain what they think is important about the past and explain reasons why • To identify any important changes which happened at the time being studied 	<ul style="list-style-type: none"> • To use more complex phrases to describe time – a long time ago, centuries ago. • To sort recent historical studies into a broad time order • To recognise some differences and similarities between the time being studied and now 	<ul style="list-style-type: none"> • To identify old and new from artefacts • To use pictures and artefacts for answering questions about the past • To use a range of simple sources to devise historical questions • To summarise their learning into short sentences • To ask questions about what they have heard or seen 	<p><u>Mary Anning (Autumn 1):</u> To know that Mary Anning dug up remains of animals from the stones on cliffs and that these were fossils; To know that Mary Anning was so famous because she was so young when she made discoveries that older trained scientists hadn't made; To know that she was the first to discover important fossils</p> <p><u>Explorers (Spring 1):</u> I know that explorers experienced places where people had never been before and recorded their findings in different ways. I know that Captain Cook was a cartographer and that means he drew maps. I know that Matthew Henson was the first person to reach the North Pole and he had to wait to be credited for this. I know that Amelia Earhart was the first female to fly across the Atlantic. I know that sometime people need to overcome difficulties to reach their goals.</p>

The Great Fire of London (Summer 1):

I know that the Great Fire of London started on Pudding Lane, in a bakery;

I know what happened, in order, during the events of the Great Fire of London;

I know that the Great Fire started on 2nd September and finished on 6th September 1666;

I know it finished because the wind dropped and people made firebreaks with gunpowder;

I know changes were made to homes and buildings to stop a similar disaster happening again.

I know how the Great Fire of London changed what buildings we made of.

I know that houses were built further apart after the Great Fire of London.

I know that King Charles II was the Monarch of England at the time of the Great Fire of London.

I know that King Charles sailed down the River Thames to see the fire for himself.

I know that King Charles ordered the use of fire breaks by pulling down houses to stop the fire spreading further.

Year 3

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • a local history study <p>This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae and Bronze Age religion, technology and travel, for example, Stonehenge • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army 	<ul style="list-style-type: none"> • To use a range of documents and printed sources • To use the internet for research • To understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • To interpret the past through role play – e.g. hot seating • To be able to recognise how my local area has changed over time 	<ul style="list-style-type: none"> • To guess what objects from the past were used for, using evidence to support answers • To understand that some events of the past affect people's lives today • To summarise the main events from a period in history, using their characteristics • To give reasons for main events and changes 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact /photograph provided? • Can they find out more about a person or event from the past from a given source? 	<p><u>Stone Age to Iron Age (Autumn 2):</u></p> <p>I can explain how settlements have changed through the 3 different eras of the Stone Age (Paleolithic, Mesolithic and Neolithic);</p> <p>I know that farming was developed heavily during the Stone Age and can explain what these changes look like;</p> <p>I can explain how weaponry and tools were developed from the Stone Age to the Bronze Age;</p> <p>I know that in the Stone Age tools were made out of stone.</p> <p>I know that in the Bronze Age is when tools were made out of bronze.</p> <p>I know that bronze is an alloy made from copper and tin melted together in a furnace.</p> <p>I know that iron ore is a rock or mineral which iron can be extracted by heating.</p> <p>I know that in the Mesolithic Era, humans in Britain are nomadic, only staying in one place for a few weeks at a time, having animals skin tents as shelter.</p>

<ul style="list-style-type: none"> • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 				<p>I know that in the Neolithic Era humans in Britain stayed in settlements with rectangular or round houses made from wattle and daub.</p> <p>I know that in the Iron Age the first hill forts were built to protect settlements from invaders.</p> <p>I know that in Neolithic times people started to live in communities known as Tribes.</p> <p>I know that Celts are the name of the people who lived in Britain during the Iron Age.</p> <p><u>The Romans (Spring 1):</u></p> <p>I know how Boudicca stood up to the Romans and why we remember her today;</p> <p>I can talk about the most significant changes that the Romans made;</p> <p>I know that Romans introduced sanitation, roads, agriculture and architecture to Britain.</p> <p>I can describe the ways in which the Romans lived still impact our lives today.</p> <p>I know that the Roman Empire wanted to invade Britain because of its precious metals, farming and gaining slaves to make the Roman Empire more powerful.</p> <p>I know that the Celts fought to protect their tribes from the Roman invasion.</p>
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				<p>I know that Boudicca was the Queen and leader of the Iceni Tribe who fought against the Roman invasion of Britain.</p> <p>I know that Julius Caesar was a Roman General.</p> <p>I know that Julius Caesar invaded Britain twice.</p> <p><u>Titanic (Summer 1):</u></p> <p>I know that the Titanic was one of the first ships to use steam turbines for propulsion.</p> <p>I know that Titanic's Marconi wireless system was undoubtedly the best radio system on any ship in the world in 1912</p>
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Nightingale Primary School

Year 4

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<ul style="list-style-type: none"> • To use more complex sources of primary and secondary information • To choose and discriminate between a range of information, and use this to ask questions • To distinguish between reliable and unreliable sources Identify the most useful sources for a particular task • To give reasons for change through analysing evidence • To support own point of view using evidence • Understand that some evidence is limited 	<ul style="list-style-type: none"> • To understand differences in social, religious, political and cultural history • To know some similarities and differences within a period of time- e.g. the lives of rich and poor • To describe how some things from the past affect life today • To begin to understand why some people acted as they did and give reasons 	<ul style="list-style-type: none"> • Can they research what it was like for a person in a given period from the past using primary and secondary sources? • Can they give a plausible explanation about what an object was used for in the past? • Can they give more than one reason to support an historical argument? 	<p><u>The Vikings (Autumn 1):</u></p> <p>I know that the Anglo-Saxons developed the English language, the legal system and the creation of Monarchy to Britain.</p> <p>I know the Vikings had skilled military leaders, established communities and formed the independent kingdoms of England and Scotland.</p> <p>I know that the Picts and Scots tried to invade from the North.</p> <p>I know the Angles, Saxons and Jutes, Germanic Tribes, were invited by the Britons to help fight the Picts and Scots.</p> <p>I know that the Anglo-Saxons then remained and named it 'Angle-land' which is now known as England.</p> <p>I know that the Vikings invaded the North East of England, by sea, raiding first and then settling later,</p> <p>I know that the Vikings overran Wessex and sent King Alfred the Great into hiding.</p> <p>I know that a treaty was agreed between King Alfred and the Vikings, Alfred keeps</p>

<ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>				<p>the west and the Vikings have the East. This treaty is known as Danelaw. I know that King Alfred was an Anglo-Saxon king. I know that King Alfred ruled from Winchester. I know that Winchester was the capital city of Wessex. I know that the Vikings tried to invade Wessex but failed every time. I know that the last Anglo-Saxon king was King Harold who died in the Battle of Hastings in 1066,</p> <p><u>Victorian Eastleigh (Autumn 2):</u> I can explain that there were huge changes in industry and technology during Queen Victoria's reign; I know that Britain was incredibly inventive and developed many things that we still use today such as railways, cars and telephones; I know that there was a big divide between rich and poor; I know that school life has changed dramatically since the Victorian era and I can discuss how; I know that the introduction of the railway changed Eastleigh from a small village to an important town;</p>
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			<p>I understand that having a railway in Eastleigh create trade routes from England to other countries.</p> <p>I know that during the time of Queen Victoria's reign the British Empire was at its largest.</p> <p><u>The Egyptians (Summer 1):</u></p> <p>I know that the Egyptians developed mummification techniques to preserve their dead.</p> <p>I know that the pharaohs were monarchs of Ancient Egyptian.</p> <p>I know that pharaohs were thought to be divine.</p>
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Nightingale Primary School

Year 5

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	<ul style="list-style-type: none"> • To rank sources of information in order • To identify differences between different versions of the past • To give a balanced view of interpretations of the past, using different points of view • To make conclusions with evidence as to the most likely version of events • To offer some reasons for different versions of events. • They should note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> • To organise a series of relevant historical information, and check this for accuracy • To describe the main changes in a period of history, from several perceptions – e.g. political, cultural • To understand links between history and geography • To explain their own point of view, justifying this with a broad range of evidence • To adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> • Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past? • Can they research about the lives of significant individuals? 	<p><u>The Ancient Greeks (Autumn 1):</u> I know that the Ancient Greeks legacy includes philosophy, architecture, language development, drama, education, medicine, science and democracy. I know that the Ancient Greeks invented the water wheel, alarm clock, catapult and the vending machine! I know that Ancient Greece was ruled by a democracy and the people elected their leaders. I know that a small group of people governed everything and this is called oligarchy. I know that Alexander the Great, King of the Ancient Greek Kingdom of Macedonia, fought against the Persian Empire to the East, spreading Greek rule and culture all the way to India, creating one of the largest empires in history.</p> <p><u>Black & British (Spring 1):</u></p>

- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

I know that many people have settled in England, including members of the British Commonwealth.

I know that Africans came to Britain with the Romans and in the Tudor times.

I know that the British Empire was one of the largest ever empires, invading many countries and making trading posts and taking possession of land and people.

I know that Britain encouraged people from the Empire to fight in WWI and WWII and brought people from the Caribbean to help the NHS and transportation workers after the second world war.

I know that laws have been past to make discrimination illegal and that Black Lives Matter.

Wings for Victory (Summer 1):

I can explain how significant the Spitfire was in the war effort of Britain;

I know that many cities were badly bombed during WWII because of its connections to the building of the Spitfire;

I can explain that many children from our local area were evacuated during WWII and why.

I know the Spitfire had a narrow fuselage and elliptical wings which made it fast and manoeuvrable.

				<p>I know that without the Spitfire and Hurricanes, the Battle of Britain would not have been won and Britain would have become a part of Hitler's Nazi Regime.</p> <p>I know how significant the Battle of Britain was in maintaining Britain's independence from the Nazi Germany.</p> <p>I know that the Royal Air Forces' Spitfire was instrumental in winning the Battle of Britain against the German Luftwaffe.</p>
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Nightingale Primary School

Year 6

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts	End Points
<p>Pupils should be taught about:</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • a non-European society that provides contrasts with 	<ul style="list-style-type: none"> • To devise historically valid questions about change, cause, similarity and difference • To interpret the past using a range of concepts and ideas • To understand the role of opinion and propaganda • To consider ways of checking the accuracy of interpretations – fact or fiction and opinion • To be aware that different evidence will lead to different conclusions • To confidently use the library or internet for research. 	<ul style="list-style-type: none"> • To suggest omissions from historical accounts • To bring knowledge gathered from several sources together in a fluent account. • To use historically valid questions about change, similarity, difference and significance. • To understand and use the concept of legacy, including Royal families and dynasties • To speculate and hypothesise about the past, formulating their own theories about reasons for change 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they identify and explain their understanding of propaganda? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? 	<p><u>Crime & Punishment (Autumn 1):</u> I know how the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order; I understand that some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times; I know that society's attitude to crime has changed over time and has become less harsh; I know that changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century</p> <p><u>Innovation (Autumn 2):</u> I know that the Shang Dynasty was a Chinese royal dynasty. The Shang dynasty was China's first civilisation that left evidence I know that the Shang Society had a different hierarchy of groups from Kings to slaves. The discovery of oracle bones with their</p>

British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

inscriptions provided the best proof that the Chinese could write and they tell us about their kings, religious beliefs and how their society was run.

The Shang dynasty survived for 600 years during which time it was constantly at war. Most battles were won because they had better weapons.

The Shang worshipped the Shang Di who was the supreme god who ruled other lesser gods of the sun, moon, wind and rain. They also worshipped their ancestors because they thought they still influenced the kins.

They invented a system of writing similar to that still used today, they were the best in the world at making bronze and knew how to use chariots in battle, changing completely the way battles were fought

The Shang dynasty came to an end because it was said the king was evil and that heaven no longer wanted him to rule because of the bad way he behaved.

I know that slaves revolted in protest, against cruel treatment and the Shang dynasty was overthrown and replaced by the Zhou Dynasty.

Mayans (Summer 1):

				<p>I know that Mayan Kings were thought to have God-like powers.</p> <p>I know that the status of a Mayan was shown by how large their head dress was.</p> <p>I know that when a Mayan king died there would be war and bloodshed to find a new king.</p> <p>I know that Mayans had strange yet effective approach to agriculture</p> <p>I know that Mayans had the most advanced form of writing among all ancient Americans, known as "glyphs"</p> <p>I know that Mayans had a complex and accurate calendar system</p> <p>I know that Mayans had an extremely accurate numerical system</p>
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