

St Teresa's Catholic Primary School

Knowledge Progression Map

Historical Core concepts

Core concept	Definition	Times examined
Exploration	The act of searching for the purpose of discovery of information or resources. In human history, its most dramatic rise was during the Age of Discovery when European explorers sailed and charted much of the rest of the world for a variety of reasons	13
Invasion	The movement of an army or large group of people into a region, usually in a hostile attack that's part of a war or conflict, or in an attempt to take control of it	4
Cultural change	Cultural change occurs when a pattern of behaviour shared by a society, or group of people including food, language, clothing, tools, music, arts, customs, beliefs, and religion alters. This can happen through environmental change or through innovation.	11
Revolution and change	The overthrow of a political system or government by force, and the setting up of a new government in its place	7
Empire	A group of territories or peoples under one ruler. Throughout history countries have wanted to control lands beyond their borders in order to expand their empire, mainly to get power or wealth. This practice is called imperialism.	5
Technological advancement	The generation of information or the discovery of knowledge that advances the understanding of technology within a specific society or civilisation.	9
Law and order	A situation in which the laws (binding custom or practice of a community or formally recognized as binding or enforced by a controlling authority of a country) are being obeyed, especially when the police or army are used to make certain of this	2

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Year 1							
Autumn	Tell me a story						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Look up!						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	Beside the seaside						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Year 2							
Autumn	Medieval Mayhem						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Pirates/ explorers						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	Great Fire of London						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Year 3							
Autumn	Prehistoric Britain						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Romans						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	Doomed Dinosaurs						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Year 4							

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Autumn	Rivers and mountains						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Owls						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	The Vikings						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Year 5							
Autumn	Woeful World Wars						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Space						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	Iceland: land and fire						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Year 6							
Autumn	Ancient Egyptians						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Spring	Mayans						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order
Summer	Local History: Siege of Colchester						
	Exploration	invasion	Cultural change	Revolution and change	Empire	Technological advancement	Law and order

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History Substantive knowledge gained in each year group			
	Autumn	Spring	Summer
EYFS	I know there are familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. I know how I've grown, knowing things have changed as I've grown up. I know my own life history, understanding similarities and differences between things in the past and things now (Alma Thomas) I know about the lives of some important people from the past (BHM)	I know the similarities and differences between the past and present, drawing from my own experiences and what has been read to me in class The past, through settings, characters and events encountered in books read in class and storytelling.	
Year 1	I know what the gunpowder plot was, why we have fireworks night, who Guy Fawkes was. I know why Guy Fawkes is a part of fireworks night. I know the difference between past and present. I know how, in the past, wanted posters would highlight who to look for. I know what remembrance is about and why we celebrate it today. I know who Claudia Jones is. I know what her impact is on our world	I know who the inventors were for the first flying plane. I know they were called the Wright brothers. I know who Amelia Earhart was. I know who Bessie Coleman was and how she inspired others. I know who went to space. I know what happened on the moon landing. I know who Neil Armstrong is. I know who Mae Jamison is and why she is an important figure in history. I can name the British astronaut Tim Peake.	I know what the seaside was like in the past. I know what the Victorian times means. I know how life at the beach has changed. I know how people were entertained at the beach in the past. I know that photographs and artefacts tell me about the past. I know how holidays have changed. I know what a traditional lunch would be at the beach in the Victorian times. I know about significant individuals of the past and why they are important. I know about the life of Grace Darling.
Year 2	I know about the life of Queen Elizabeth I and Queen Victoria/Queen Elizabeth II I know what made these significant queens important I know what life was like during the medieval times I know what homes were like during this time	I know the criteria that makes someone significant I know important facts about the first great explorers in history I know about the life of Walter Raleigh. I know why explorers had to travel I know when pirates sailed the seven seas. I can describe events chronologically for a significant individual.	I know some of the ways in which London has changed I know some of the ways in which how we live now, is different and similar, to how people lived in 1666 I can find out about how the Great Fire started and spread across London

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	I know how to compare the homes of the past to the present, I know how they differ and I know why they changed		I know how we know about the Great Fire of London I know how London was rebuilt after the Great Fire I can show what I have learned about the Great Fire of London
Year 3	I know how people lived in prehistoric times I can compare the way of life of stone age people with my own I know how life changed from the stone age to the iron age I know how we know so much about life in prehistoric times I know how people developed their lifestyles from round houses to tribes	I know when the Roman era was and how it started I know about the Roman army and the Empire I can describe what life was like in Roman Times I understand the role religion played during the Roman period I know about Britain and the Roman Empire I can research Roman Emperors I know about the fall the of Rome I can find evidence of the Roman legacy	
Year 4			I know where the Anglo-Saxons sit on a British timeline of history. I know where the Anglo-Saxons settled. I know that place names indicate where the Anglo-Saxons settled. I know there were 3 tribes in British Anglo-Saxon times: Jutes, Saxons and Angles. I know the name 'Angles' eventually became 'English and their land became 'Angle-land/England'. I know the Anglo-Saxons came to Britain in the middle of the 5 th Century. I know England was not one country but a series of small kingdoms across the land. I know the Anglo-Saxo period ended in C.1066 when the Normans invaded Britain. I know key events in the Anglo-Saxon era. I know how to use sources to find out about Anglo-Saxon past. I know about the lives of

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			significant Anglo-Saxon individuals including Offa, Bede and Gildas. I know how life was different and similar between the Romans and the Anglo Saxons. I know that Anglo-Saxons lived in round houses. I know where the Vikings came from I know how and why the Vikings invaded Britain. I know how some kings in Britain dealt with the Viking invaders. I know how Vikings lived and worked. I know what happened during the Viking invasions and know what Viking warriors were like I can identify and describe Viking artefacts I know about Viking gods and what they represent
Year 4			I can understand where the Vikings came from I can understand how and why the Vikings invaded Britain I can understand how some kings in Britain dealt with the Viking invaders I can understand how Vikings lived and worked I can understand what happened during the Viking invasions and know what Viking warriors were like I can identify and describe Viking artefacts I know about Viking gods and what they represent
Year 5	I can learn about the causes of WWI I can label a map to show Europe in 1914 I can learn about the assassination of Franz Ferdinand I can learn about the role of horses in WWI I can understand the role of animals		

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	as messengers in WWI I can learn about trench warfare I can draw and annotate a diagram to show how trenches were constructed I can investigate to find out about the Battle of the Somme I know how, why and when WW2 started I can identify countries involved in WW2 on a map I know how an evacuee would have felt I know about Dunkirk and the Battle of Britain I can compare British and German military vehicles I know how people in Hull were affected by the Blitz I understand what life was like on the home front I know about the role women played in WW2 I can research a significant battle from WW2 I know how the war ended in Europe I know about the war in the Pacific		
Year 6	I know when the ancient Egyptians lived and where in the world Egypt is I know the importance of the River Nile to the ancient Egyptians I can label a map of ancient Egypt I can research facts about the ancient Egyptian pyramids I can describe the ancient Egyptian mummification process I know that the ancient Egyptians worshiped many different gods I know that the ancient Egyptian civilisation had a ruling system and that the Pharaoh was the ultimate leader of all the Egyptian people. I know what the ancient Egyptians did for entertainment I know the food that was available to the ancient Egyptians I know about Egyptian houses and	Know that: the Maya are a civilisation from Central America that existed between 1800BC – 900AD. They built temples and sculptures. They had a form of writing. They had their own calendar. They had their own number system. They worshipped many Gods. They were competitive and took over lands of neighbouring areas. They knew how to clear the forest and live in the jungle. They learned how to trade with others. They had lots of valuable raw materials.	I know what the Siege of Colchester is I know the significant places in our town where the people were impacted by the siege I know what caused the siege of Colchester I know what happened as a result of the siege on the people and the town I know how to analyse primary and secondary sources of history I know how source of history can influence people.

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	homes I know who Cleopatra was and how the ancient Egyptian period ended		
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History Disciplinary knowledge				
	EYFS	KS1	LKS2	UKS2
Chronological knowledge	Begin to organise events using basic chronology, recognising that things happened before they were born. Begin to use some words and phrases about the passing of time.	Understand the difference between the past and present and describe simple features of themes, events and people from the past and present. Sequence people, events, objects and photos and fit them onto a pre-prepared timeline with a scale. Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life	Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people. Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.	Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people. Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.
Disciplinary knowledge				
Historical enquiry		Ask questions and produce answers to a few historical enquiries. Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries. Communicate ideas about the past in writing, drawing, drama and ICT.	Devise a range of valid questions for different enquiries, & construct substantiated, informed responses. Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.	Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.

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Cause and consequence		Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.	Identify and comment on the importance of causes and consequences of historical events and changes.	Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.
Change and continuity		Identify similarities and differences between ways of life at different times.	Make valid statements about the main changes occurring within and across periods.	Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes.
Similarities and differences		Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities/differences.	Make observations about similarities and differences between people, groups, experiences or places in the same historical period.	Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.
Historical significance		Identify and talk about important aspects of a theme, period, society or person.	Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.	Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.
Historical interpretation		Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.	Understand that different versions of the past exist, and explore possible reasons for this.	Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.

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