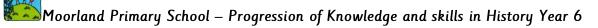
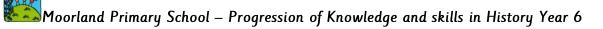


Year 6	Historical knowledge:	Historical Enquiry	Historical	Chronology
	Significant people and events		interpretation	
Knowledge	1.To know significant people, events,	1.To know the consequences of	1.To know that Common traits	1.To know timelines
(substantive	discoveries or inventions can affect many	resistance, refusal and rebellion against	include a range of things such as	demonstrate the chronology
)	people over time.(& in Britain at War)	leaders or hierarchies are far reaching. (& in Britain at War)	personal charisma; strong beliefs; the right to rule, birth right, the	and links between key civilisations, events and
	2.To know the characteristics of the earliest		desire to acquire land, money or	significant inventions in world
	civilisations include cities, governments,	2.To know that questions can be used	resources or the defence of	history
	forms of writing, numerical systems,	to evaluate the usefulness of a	personal, religious or political	(& in Frozen Kingdoms) (& in
	calendars, architecture, art, religion, inventions and social structures.	historical source. (& in Britain at War)	beliefs.	Britain at War)
		3.To know that sources of information	2.To know that war, oppression,	
Topic: Frozen	3.To know the causes of significant events	for a study of a local town or city	conflict and rebellion can cause	
Kingdoms	can be long-term or short-term. (& in	include primary sources and secondary	damage to buildings and	
	Britain at War)	sources.	property; kill, injure and oppress people or change people's beliefs,	
	4.To know The British economy grew	4.To know that different types of bias	ways of life and identity. (& in	
	between the 16th and 19th centuries due to	include political, cultural or racial.	Britain at War)	
	a range of factors	(& in Britain at War)		
			3.To know that leaders and	
	5.To know that historical narratives can	5.To know that sources of historical	monarchs have changed the	
	describe long- and short-term causes and	information should be read critically to	course of history in a variety of	
	consequences of an event;	prove or disprove a historically valid	ways.	
		idea by setting the report into the		
	6.To know that abstract terms include	historical context in which it was		
	nouns.	written.		
	(& in Britain at War)	(& in Frozen Kingdoms) (& in Britain at War)		
	7.To know an achievement or discovery	6.To know common aspects of history,		
	may be significant because it affects the	such as leadership, belief, lifestyle and		
	lives of other people or the natural world	significant events, are features of different historical time periods.		



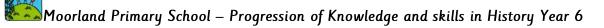
Year 6	Historical knowledge:	Historical Enquiry	Historical	Chronology
	Significant people and events		interpretation	
Skills	1.Articulate the significance of a historical	1.Describe how the resistance, refusal or	1.Describe and explain the	1. Articulate and present a
(Disciplinary	person, event, discovery or invention in	rebellion of individuals, groups and	common traits and motives of	clear, chronological world
	British history. (& in Britain at War)	civilisations can affect a society or practice. (& in Britain at War)	leaders and monarchs from different historical periods.	history narrative within and across historical periods
knowledge)	2. Present an in-depth study of the	(& in Britain at War)	ayjerent historical perioas.	studied. (& in Frozen
	characteristics and importance of a past or	2.Ask perceptive questions to evaluate an	2.Evaluate the human impact of	Kingdoms)
	ancient civilisation or society (people,	artefact or historical source.	war, oppression, conflict and	(& in Britain at War)
	culture, art, politics, hierarchy).	(& in Britain at War)	rebellion on the everyday life of	
			a past or ancient society. (& in	
	3.Describe the causes and consequences of a	3.Present an in-depth study of a local town	Britain at War)	
Topic: Frozen	significant event in history. (& in Britain at	or city, suggesting how to source the	25 1 1 1 1	
Kingdoms	War)	required information.	3.Describe and explain the significance of a leader or	
	4.Describe the growth of the British economy	4.Identify different types of bias in	monarch.	
	and the ways in which its growth impacted	historical sources and explain the impact of		
	on British life.	that bias. (& in Britain at War)		
	5.Sequence a detailed historical narrative	5.Think critically, weigh evidence, sift		
	about a significant global event.	arguments and present a perspective on an		
	6. Use abstract terms to express historical	aspect of historical importance.(& in Frozen Kingdoms) (& in Britain at War)		
	ideas and information.	Kingaoms) (& in Britain at War)		
	(& in Britain at War)	6.Compare and contrast leadership, belief,		
		lifestyle or significant events across a range		
	7.Describe some of the significant	of time periods.		
	achievements of mankind and explain why			
	they are important.			



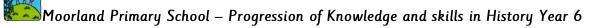
Year	Historical knowledge: Significant people	Historical Enquiry	Historical	Chronology
5	and events		interpretation	
Knowledge (substantive)	1.To know historical terms include topic related vocabulary. (& in Sow, Grow & Farm) (& in Groundbreaking Greeks)2.To know the characteristics of ancient civilisations.	1.To know that aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. (& in Groundbreaking Greeks)	1.To know some of the reasons for and results of the main changes and events. (& in Groundbreaking Greeks)	1.To know that different world history civilisations existed before, after and alongside
Topic: Maafa Topic: Frozen Kingdoms	 3.To know that power in ancient civilisations drove the growth of empires & development of trade, wealth, arts and culture, society, technology and beliefs. 4.To know that beliefs can prompt an individual to take action. (& in Groundbreaking Greeks) 	2.To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. (& in Groundbreaking Greeks)	2.To know that aspects of the past have been represented and interpreted in different ways. (& in Groundbreaking Greeks)	others.(& in Groundbreaking Greeks)
	 5.To know the achievements and influences of the ancient Greeks on the wider world. 6.To know that everyday life could change during different periods due to invasion, natural disasters or changes in leadership. 7.To know aspects of British history and related sites that may 	3. To know that using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. (& in Groundbreaking Greeks) 4. To know that bias is the act of	3.To know aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. (& in	
	have local significance include, the Norman invasion, Black Death, the Wars of the Roses and the Industrial Revolution. 8.To know the characteristics of past civilisations 9.To know that continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time.	supporting or opposing a person or thing in an unfair way.	Groundbreaking Greeks)	

Moorland Primary School – Progression of Knowledge and skills in History Year 6

Year	Historical knowledge: Significant people	Historical Enquiry	Historical	Chronology
5	and events		interpretation	
Skills	1.Articulate and organise important information and detailed	1.Compare and contrast an aspect of	1.Identify and describe	1.Sequence and make
(Disciplinary	historical accounts using topic related vocabulary. (& in Sow, Grow & Farm) (& in Groundbreaking Greeks)	history across two or more periods studied. (& in Groundbreaking Greeks)	reasons for and results of historical events, situations and changes	connections between periods of world history on a timeline. (& in
knowledge)	2. Present an in-depth study of the characteristics and	overlay.	within and across different	Groundbreaking Greeks)
	importance of a past or ancient civilisation or society.	2.Explore the validity of a range of historical reports and use books,	periods. (& in Groundbreaking Greeks)	
	3.Describe the significance, impact and legacy of power in	technology and other sources to		
	ancient civilisations.	check accuracy.		
		(& in Groundbreaking Greeks)	2.Explain how aspects of	
Topic: Frozen	4. Explore and explain how the religious, political, scientific	3.11	the past have been	
Kingdoms	or personal beliefs of a significant individual caused them to behave in a particular way. (& in Groundbreaking Greeks)	3. Use a range of historical sources or artefacts to build a picture of a	represented and	
	behave in a particular way. (& in Grounabreaking Greeks)	historical event or person. (& in	interpreted in different ways. (& in	
	5.Describe the achievements and influence of the ancient	Groundbreaking Greeks)	Groundbreaking Greeks)	
	Greeks on the wider world.	Ground Greeks,	Ground or caking Greeks,	
			3.Explain why an aspect	
	6.Explain how everyday life in an ancient civilisation	4.Find evidence from different	of world history is	
	changed or continued during different periods.	sources, identify bias and form balanced arguments.	significant. (& in Groundbreaking	
	7.Investigate an aspect of history or a site dating from		Greeks)	
	beyond 1066 that is significant in the locality.			
	8.Study a feature of a past civilisation or society.			
	9. Frame historically valid questions about continuity and change and construct informed responses.			



Year	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
4				
Knowledge (substantive	1.To know what the features and achievements of the earliest civilisations included. (& in Ancient Civilizations)	1.To know that historical artefacts can reveal much about the object's use or owner. (& in Ancient Civilizations)	1.To know that every significant historical event has a cause or a	1.To know that key changes and events of historical periods can
)	2.To know that a profile of a leader can includes their significant achievements. (& in Ancient Civilizations)	2.To know that bias is the act of supporting or opposing a person or	number of causes and consequences. (& in Ancient Civilizations)	be placed on a timeline. (& in Ancient Civilizations) (& in
Topic: Invasion	3.To know what the characteristics of the earliest civilisations included (& in Ancient Civilizations)	thing in an unfair way. 3.To know that a primary source is a	2.To know that past events or society can	Ancient Civilizations) (& in Misty Mountain, Winding River)
Topic: Misty	4.To know that individual events linked to themes show change in British life over time.	document or artefact, which provides direct, first-hand evidence of an event, person or time in the past.	impact a local settlement in several ways.	2.To know and use
Mountain, Winding River	5.To know the influences of Roman civilisation on Britain.	4.To know that changes over time can	3.To know that	period and begin to date events (& in
Topic: Ancient	6.To know that the Viking invasion and Anglo-Saxon defence of England led to many conflicts.	happen rapidly or slowly 5.To know that the materials and	relevant historical information can be presented as written	Ancient Civilizations) (& in Misty Mountain, Winding River)
Civilizations	7.To know that Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left.	decoration used to make an artefact can tell us about the skill of the craftworker and the status of the	texts, tables, diagrams, captions and lists.	
	8.To know what the characteristics of a civilisation include. (& in Ancient Civilizations)	owner.		
	9.To know hierarchy structures in ancient civilisations include a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	6. To know that some historical terms use abstract nouns.		



Year 4	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
Skills (disciplinary knowledge) Topic: Invasion Topic: Misty Mountain, Winding River	 Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. (& in Ancient Civilizations) Present a profile of a significant leader using a range of historical sources. (& in Ancient Civilizations) Present an in-depth study of the characteristics and importance of a past or ancient civilisation or society (& in Ancient Civilizations) Describe a series of significant events, linked by a common theme, that show changes over time in Britain. 	1.Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. (& in Ancient Civilizations) 2.Identify bias in primary and secondary sources. 3.Interpret a primary source and understand how the context in which it was written influences the writer's	1.Explain in detail the multiple causes and effects of significant events. (& in Ancient Civilizations) 2.Describe and explain the impact of a past society on a local settlement or community.	1. Sequence significant dates about events within a historical time period on historical timelines. (& in Ancient Civilizations). (& in Ancient Civilizations) (& in Misty Mountain, Winding
Topic: Ancient Civilizations	 5.Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. 6. Describe the significance and impact of power struggles on Britain. 7.Explain the cause, consequence and impact of invasion and settlement in Britain. 8.Compare and contrast two civilisations. (& in Ancient Civilizations) 9.Describe the hierarchy and different roles in ancient civilisations. 	 4.Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. 5.Explain how artefacts provide evidence of everyday life in the past. 6. Use more complex historical terms to explain and present historical information. 	3. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. (& in Ancient Civilizations)	2.Use terms related to the period and begin to date events. (& in Ancient Civilizations) (& in Misty Mountain, Winding River)

Moorland Primary School - Progression of Knowledge and skills in History Year 6

Year	Historical knowledge: Significant people and events	Historical Enquiry	Historical	Chronology
3			interpretation	
Knowledge (substantive)	1.To know how the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time.2.To know how significant events or people in the past have caused great change over time. (& in Emperors & Empires)	1.To know that human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. (& in	1.To know the causes of a significant event are the things that make the event happen	1.To know that historical information can be presented as a narrative, non-
Topic: Through the ages	3.To know that Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming	Emperors & Empires) 2.To know that some historical sources	and directly lead up to the event. (& in Rocks, Relics	chronological report, fact file, timeline,
Topic: Rocks, Relics &	4.To know that aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	are more reliable than others. (& in Rocks, Relics & Rumbles) (& in Emperors & Empires)	& Rumbles) (& in Emperors & Empires)	description, reconstruction or presentation.
Rumbles	5.To know that Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. 6.To Know the aspects of everyday life in a Roman town	3.To know that national and international historical events can have a positive or	2.To know that throughout history,	2.To know that dates and events
Topic: Emperors &	7.To know that the growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe.	negative impact on a locality 4.To know that well composed historical	common areas of human concern include the need for	can be sequenced on a timeline using AD or BC.
Empires	8.To know that Ancient Rome had a clear hierarchy.	questions begin with statements	food, survival, shelter and warmth.	(& in Emperors & Empires)
	9.To know that after the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.	5.To know that historical viewpoints demonstrate what a person thinks and feels about a historical event or person.		·
	10.To know that the cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.	6.To know that historically valid questions relate to aspects, such as significance; time and chronology. (& in Emperors &		
	11.To know that Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43	Empires)		

Moorland Primary School — Progression of Knowledge and skills in History Year 6

Year	Historical knowledge: Significant people and events	Historical Enquiry	Historical	Chronology
3			interpretation	
Skills	1.Describe how past civilisations or lives of people in Britain developed	1.Recognise ways in which human	1.Explain the cause	1.Make choices
(disciplinary	during the Stone Age, Bronze Age and Iron Age.	invention and ingenuity have changed how people live. (& in Emperors &	and effect of a significant historical	about the best ways to present
knowledge)	2. Recognise how a significant event or person in British history changed or influenced how people live today.	Empires)	event. (& in Rocks, Relics	historical accounts and information
	(& in Emperors & Empires)	2. Make deductions and draw conclusions about the reliability of a	& Rumbles) (& in Emperors &	2. Sequence dates
	3. Describe the everyday lives of people from past historical periods.	historical source or artefacts. (& in Rocks, Relics & Rumbles) (& in	Empires)	and information from several
Topic: Ricks, Relics &	4.Summarise how an aspect of British or world history has changed over time.	Emperors & Empires)	2.Make connections between the similarities and	historical periods on a timeline. (& in Emperors &
Rumbles	5.Describe the roles of tribal communities and explain how this influenced everyday life.	3. Analyse a range of historical information to explain how a national or international event has impacted the	explain the differences between two periods of	Empires)
	6.Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.	locality.	history.	
		4.Ask well composed historical questions		
	7.Describe the achievements and influence of the ancient Romans on the wider world.	about aspects of everyday life in ancient periods.		
	8. Analyse the hierarchy and different roles in past civilisations.	5.Identify and discuss different viewpoints in a range of historical		
	9.Explain the significance and impact of power struggles on Britain.	materials and primary and secondary sources.		
	10.Explain the cause, consequence and impact of invasion and settlement in Britain.	6.Devise or respond to historically valid		
	11.Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	questions about a significant historical figure and suggest or plan ways to answer them. (& in Emperors & Empires)		



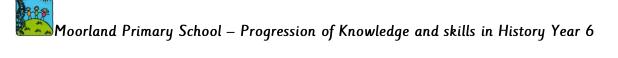
Year 2	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
Knowledge (substantive)	1.To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. (& in Magnificent Monarchs)	1.To know that commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	1.To know that historical models, such as Dawson's model and diamond	1.To know that a timeline is a display of events, people or
	2.To know that important individual achievements include great discoveries and actions that have helped many people.(& in Magnificent Monarchs)	2.To know that artefacts are objects and things made by people rather than natural objects. (& in Magnificent Monarchs)	ranking, help us to organise and sort historical information. (& in Coastline)(&	objects in chronological order. (& in Magnificent Monarchs)
Topic: Coastline	3.To know that aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	3. To know that historical information can be presented in a variety of ways. (& in Magnificent Monarchs)	in Magnificent Monarchs)	
	4.To know a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	4.To know that a viewpoint is a person's own opinion or way of thinking about something.		
	5.To know a hierarchy is a way of organising people according to how important they are or were.			
	6.To know that a year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.			
	7.To know that significant events affect the lives of many people over a long period of time and are sometimes commemorated.			

Moorland Primary School — Progression of Knowledge and skills in History Year 6

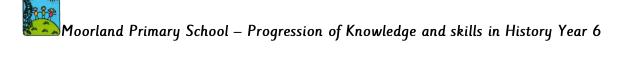
Year	Historical knowledge: Significant people	Historical Enquiry	Historical	Chronology
2	and events		interpretation	
Skills (disciplinary	1.Summarise how an aspect of life has changed over time. (& in Magnificent Monarchs)	1.Describe, in simple terms, the importance of local events, people and places.	1.Use historical models to make judgements about	1.Sequence significant information in
knowledge)	2.Describe and explain the importance of a significant individual's achievements on British history. (& in Magnificent Monarchs)	2.Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. (& in Magnificent Monarchs)	significance and describe the impact of a significant historical individual.	chronological order. (& in Magnificent Monarchs)
	3.Describe the everyday lives of people in a period within or beyond living memory.	3.Present historical information in a simple non- chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	(& in Coastline) (& in Magnificent Monarchs)	
Topic: Coastline	4. Describe what it was like to live in a different period.5. Analyse the hierarchy of a past society.	(& in Magnificent Monarchs) 4. Use historical sources to begin to identify		
	6.Use the historical terms year, decade and century.7.Summarise why an event in the past is significant.	viewpoint.		

Moorland Primary School — Progression of Knowledge and skills in History Year 6

Year 1	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
Knowledge (substantive)	 1.To know that significant historical events include those that cause great change for large numbers of people. (& in Bright lights, Big city) 2.To know that aspects of everyday life include houses, jobs, objects, transport and entertainment. (& in School days) 	1.To know that historical sources include artefacts, written accounts, photographs and paintings. (& in School days) 2.To know there are similarities and differences that help us to make comparisons	1.To know that the past can be represented in different ways. 2.To know stories,	1.To know sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.(& in
	3.To know that changes within living memory have happened over the last 100 years	between life now and in the past. (& in School days) 3.To know that historical artefacts are objects	pictures and role play are used to help people learn about the past, understand key	School days) 2.To know common words and phrases, such
Topic: Bright lights, Big city.	4.To know important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	events and empathise with historical figures. (& in School days)	as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be
	5.To know that a person who is historically significant has made big changes in their lifetime & has been a good or bad role model.6.To know that significant historical events include those that cause great change for large numbers of people.	(& in School days)		used to describe the passing of time. (& in School days)



Year	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
Skills (disciplinary knowledge) Topic: Childhood Topic: Bright lights, Big city. Topic: School days.	1.Recognise and discuss a significant historical event in British history. Knowledge. (& in Bright lights, Big city) 2.Describe an aspect of everyday life within or beyond living memory. (& in School days) 3.Connect changes within or beyond living memory. 4. Summarise important events in the school's history. 5.Understand the term significant and explain why a significant individual is important. 6.Identify key features of a historical event.	1.Express an opinion about a historical source. (& in School days) 2.Identify similarities and differences between ways of life within or beyond living memory. (& in School days) 3.Use a range of historical artefacts to find out about the past. (& in School days)	1.Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing. 2.Create stories, pictures, independent writing and role play about historical events, people and periods. (& in School days)	1. Order information on a timeline. (& in School days) 2. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). (& in School days)



Early Years	Development Matters (3-4 year olds)	Development Matters (Reception children)	ELG
Knowledge & Skills Topic: Once upon a time	To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' (& in Long ago)	To begin to comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past.	To explore the natural world around them, making observations and drawing pictures of animals and plants. (& in Dangerous Dinosaurs) To talk about the lives of the people around them and their roles in society.
Topic: Dangerous Dinosaurs Topic: Long ago	(& in Dangerous Dinosaurs) To comment and ask questions about objects from the past.	To begin to spot similarities and differences between pictures of the past and the modern day. (& in Dangerous Dinosaurs)	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (& in Long ago) (& in Dangerous Dinosaurs)
	Stories, books and pictures give us information about the past (& in Dangerous Dinosaurs) (& in Long ago)	Explore and talk about important events in the school or locality's history. To make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. To order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then	To understand the past through settings, characters and events encountered in books read in class and storytelling. (& in Dangerous Dinosaurs) To 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. To explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.