History Curriculum
Progression of Knowledge

Key Stage 1		
National Curriculum Objective	**YEAR 1**	**YEAR 2**
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	• The History of Toys • Houses and Homes • The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole • Castles
Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	• The History of Toys • Houses and Homes • The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole • Castles
Pupils should use a wide vocabulary of everyday historical terms.	• The History of Toys • Houses and Homes • The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole • Castles
Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	• The History of Toys • Houses and Homes • The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole • Castles
Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	• The History of Toys • Houses and Homes • The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole • Castles
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	• The History of Toys	• Castles
Pupils should be taught about events beyond living memory that are significant nationally or globally.	• The Great Fire of London	• Florence Nightingale and Mary Seacole
Pupils should be taught about 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.	• The Great Fire of London	• The Victorians • Florence Nightingale and Mary Seacole
Pupils should be taught about significant historical events, people and places in their own locality.	• Houses and Homes	• The Victorians • Castles

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Key Stage 2				
National Curriculum Objective	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	• The Stone Age • Bronze Age to Iron Age • Ancient Egypt	• The Legacy of Ancient Greece • The Roman Empire in Britain • Anglo-Saxon Britain	• Vikings in Britain • Ancient Maya Civilisation • The Tudors	• The Industrial Revolution • The Impact of WWII on Britain • Our History
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	• The Stone Age • Bronze Age to Iron Age • Ancient Egypt	• The Legacy of Ancient Greece • The Roman Empire in Britain • Anglo-Saxon Britain	• Vikings in Britain • Ancient Maya Civilisation • The Tudors	• The Industrial Revolution • The Impact of WWII on Britain • Our History
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	• The Stone Age • Bronze Age to Iron Age • Ancient Egypt	• The Legacy of Ancient Greece • The Roman Empire in Britain • Anglo-Saxon Britain	• Vikings in Britain • Ancient Maya Civilisation • The Tudors	• The Industrial Revolution • The Impact of WWII on Britain • Our History
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	• The Stone Age • Bronze Age to Iron Age • Ancient Egypt	• The Legacy of Ancient Greece • The Roman Empire in Britain • Anglo-Saxon Britain	• Vikings in Britain • Ancient Maya Civilisation • The Tudors	• The Industrial Revolution • The Impact of WWII on Britain • Our History
They should understand how our knowledge of the past is constructed from a range of sources.	• The Stone Age • Bronze Age to Iron Age • Ancient Egypt	• The Legacy of Ancient Greece • The Roman Empire in Britain • Anglo-Saxon Britain	• Vikings in Britain • Ancient Maya Civilisation • The Tudors	• The Industrial Revolution • The Impact of WWII on Britain • Our History
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	• The Stone Age • Bronze Age to Iron Age			
Pupils should be taught about the Roman Empire and its impact on Britain.		• The Roman Empire in Britain		
Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.		• Anglo-Saxon Britain		
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			• Vikings in Britain	
Pupils should be taught about a local history study.				• Our History
Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			• The Tudors	• The Industrial Revolution • The Impact of WWII on Britain

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Pupils should be taught about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	• Ancient Egypt			
Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.		• The Legacy of Ancient Greece		
Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. CE 900; Mayan civilisation c. CE 900; Benin (West Africa) c. CE 900-1300.			• Ancient Maya Civilisation	

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