



St Leonard's Lower School History- **Whole School Progression of Skills and Knowledge**

History in Early Years Foundation Stage

Almost all of the early History learning can be found in 'Understanding the World', one of the 7 learning areas.

People and Communities: Children in EYFS will talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

The World: Children will understand the past through settings, characters and events encountered in books read in class and storytelling.

History in KS1

History in Year 1: Children will know about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. They will explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today. Children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today in their unit about toys and will be able to identify similarities and differences between toys now and in the past. The children will look at chronology through the use of timelines, and by looking at the history of transport.

History in Year 2: The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused a great fire in London to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. Children explore why some people are considered to be significant before going on to learn about some significant explorers. They will learn about the significant British monarchs in history, and draw comparisons between different monarchs. Learning will consolidate children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.

History in KS2

History in Year 3: Children will know about the achievements of the Ancient Egyptian civilisation. They will know where the Ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. They will learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different Gods. Children will know that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. Children will learn how prehistoric people migrated to Britain and eventually settled here. They will know about hunter-gatherers, living a nomadic life and the evidence that tells us this. Children will investigate the building of tombs and monuments such as Stonehenge and consider the expertise early Britons had in building and engineering. Children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will know how Britain changed after the invasion and conquest by the Roman Army in AD43 and the impact on daily life. They will know how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

History in Year 4: Children will know about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find where the invading troops come from and where in Britain they managed to settle, investigating how life in Britain changed as a result. Children will know how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, examining and analysing artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. Children will know when and why World War II began and find out about the key individuals and countries involved. They will discover what it was like for people on the home front and how they contributed to the war effort, learning about the roles and responsibilities of the men and women who served in the British armed forces. Children will know about the development of the Railways in Great Britain, finding out about the history of the railways and significant early locomotives. They will investigate some important historical events, such as the opening of the first passenger carrying railway lines and the key people who are influential in the development of the railways. They will link their learning of the Railway to local history and the Leighton Buzzard Light Railway, sand quarry and the impact of the Railway.

Disciplinary Knowledge and Concepts

	Reception	KS1	LKS2
Chronological Understanding	<p>I can sequence photographs from different parts of their life.</p> <p>I can match objects to people of different ages</p>	<p>I can describe memories and changes that have happened in my own life.</p> <p>I can use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> <p>I can sequence artefacts and events that are close together in time.</p> <p>I can sequence pictures from different periods.</p> <p>I can order dates from earliest to latest on simple timelines.</p>	<p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>
Knowledge and Understanding of events and people from the past	<p>I can answer 'how' and 'why' questions about my experiences and in response to events.</p> <p>I can develop my own explanations by connecting ideas and events</p>	<p>I know and can recount episodes from stories and significant events in history.</p> <p>I understand that there are reasons why people in the past acted as they did.</p> <p>I can describe significant individuals from the past.</p>	<p>I can find out about the everyday lives of people in the time periods being studied and compare them with our life today.</p> <p>I can explain how people and events in the past have influenced life today.</p> <p>I can identify key features, aspects and events of the time studied.</p>

			I can describe connections and contrasts between aspects of history, people, events and artefacts studied.
Historical investigation	<p>I can talk about some of the things I have observed.</p> <p>I can question why things happen and give simple explanations.</p>	<p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>I can sort some objects/artefacts into new and old and then and now.</p> <p>I can use evidence to explain the key features of events.</p>	<p>I can use a range of primary and secondary sources to find out about the past.</p> <p>I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>I can gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>I can regularly address and sometimes devise my own questions to find answers about the past.</p> <p>I can begin to undertake my own research.</p>
Historical interpretation	<p>I can use stories to begin to distinguish between fact and fiction.</p>	<p>I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>I can explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>I can look at two versions of the same event or story in history and identify differences.</p> <p>I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>

		<p>I can start to understand that there can be different versions of the same event from the past.</p> <p>I can start to compare two versions of past events.</p> <p>I can start to use stories or accounts to distinguish between fact and fiction.</p>	<p>I can begin to understand some of the ways in which historians and others investigate the past.</p>
<p>Presenting organising and communicating</p>	<p>I am beginning to talk about things that happened in the past using simple historical vocabulary like today, yesterday, then, now, before, when I was little, a long time ago, old, new.</p>	<p>I can talk, write and draw about things from the past;</p> <p>I can use historical vocabulary to retell simple stories about the past.</p> <p>I can start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.</p>	<p>I can present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p>I can start to present ideas based on my own research about a studied period.</p> <p>I can build on prior knowledge to start to gain further understanding of substantive concepts.</p> <p>I understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
<p>Continuity and change</p>	<p>I can recognise the difference between past and present in my own and others' lives.</p>	<p>I can begin to identify old and new things across periods of time through pictures, photographs and objects.</p>	<p>I can identify some similarities and differences between ways of life in different periods.</p> <p>I can identify key things that stayed the same between periods.</p>

		<p>I can begin to understand that some things change and some things stay nearly the same.</p>	<p>I can identify key things that changed between periods.</p> <p>I can start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>I can identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>I can start to understand that there are times in history when change happens suddenly.</p>
<p>Causes and consequences</p>	<p>I can recount episodes from my own and others' past, saying why it happened.</p>	<p>I understand that a cause makes something happen and that historical events have causes.</p> <p>I understand that a consequence is something that happens as a direct result of something else.</p> <p>I can explain that historical events are caused by things that occurred before them.</p>	<p>I understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>I can comment on the importance of the different causes for some key events.</p> <p>I can explain a series of directly related events that happened in the lead up to a historical event.</p> <p>I can begin to understand that historical events create changes that have consequences.</p> <p>I understand that a consequence is something that happens as a direct result of something else.</p>

			<p>I understand that historical events have consequences that sometimes last long after the event is over.</p>
<p>Similarities and differences</p>	<p>I know about similarities and differences between myself and others, and among families, communities and traditions.</p>	<p>I can start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>I can identify that some things within living memory are similar and some things are different.</p> <p>I can recognise some similarities and differences between the past and the present.</p> <p>I can identify some similarities and differences between ways of life in different periods.</p>	<p>I can identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>I can identify and give some examples of how life was similar in the past.</p>
<p>Significance</p>	<p>I can describe an event or family member from my past that is important to remember</p>	<p>I can talk about why the event or person was important and what changed/happened</p> <p>I can explain reasons why someone might be significant.</p> <p>I can talk about why the event or person was important and what changed/happened.</p>	<p>I can begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</p> <p>I understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>I can identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>

Substantive Knowledge, Vocabulary and Concepts

Reception	Year 1	Year 2	Year 3	Year 4
<p>Past and Present</p> <ul style="list-style-type: none"> I know about my own life story I know how I have changed I know about figures from the past I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class I know and understand key features of events. (Remembrance Day) I know about the lives of the people around us. I know that the emergency services exist and what they do. I know about the past through settings, characters and events encountered in 	<p>Events beyond living memory that are significant nationally or globally</p> <p>Why do we have fireworks and bonfires on 5th November? (standalone lesson)</p> <p>Concepts = City, the church, commemoration, government (parliament), ruler (king).</p> <p>Vocabulary = gunpowder, Guy Fawkes, King James I, London, plot.</p> <p>Knowledge =</p> <p>I know that the Gunpowder plot happened a long time ago.</p> <p>I know that the plotters felt they were being treated unfairly by the King.</p> <p>I know that King James I was the King of England.</p> <p>I know that the Gunpowder Plot was a plot to kill King James I and his government by blowing up the</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Why did the Great Fire of London happen and what changes have happened since?</p> <p>Concepts = Building, city, commemoration, ruler (king), technology.</p> <p>Vocabulary = Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul’s Cathedral, 17th century.</p> <p>Knowledge =</p> <p>I know that the Great Fire of London happened in 1666.</p> <p>I know that Samuel Pepys wrote about the Great Fire of London in his diary.</p> <p>I know that the fire started in a bakery on Pudding Lane.</p> <p>I know that the buildings were close together and often made of wood, meaning that the fire spread quickly.</p>	<p>Achievements of the earliest civilizations</p> <p>Who were the Ancient Egyptians and what did they achieve?</p> <p>Concepts = City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p> <p>Vocabulary = Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p> <p>Knowledge =</p> <p>I know that Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</p> <p>I know that life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>I know that the ancient Egyptians built the pyramids.</p>	<p>What impact did the Anglo-Saxons and Scots have on Britain?</p> <p>Concepts = Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p> <p>Vocabulary = Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.</p> <p>Knowledge =</p> <p>I know that the Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.</p> <p>I know that Anglo-Saxon influence can be seen in place names in Britain today.</p> <p>I know that Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</p>

<p>books read in class and storytelling</p> <ul style="list-style-type: none"> • I know about things I did at the weekend, yesterday, this morning. • I know how to sort artefacts 'old' and 'new' • I know stories that introduce people from the past • I know 'how' and 'why' questions about my experiences and in response to stories and events • I know about the lives of the people around me and their roles in society. 	<p>Houses of Parliament on 5th November.</p> <p>I know that the plot failed.</p> <p>I know that on the 5th of November each year, people burn bonfires and light fireworks to commemorate the plot.</p>	<p>I know that for many years after the fire, buildings were rebuilt further apart and made with stone.</p> <p>I know that Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</p> <p>What are we remembering on Remembrance Day? (standalone lesson)</p> <p>Concepts = Army, commemoration, nation/country, peace, society, war (battle, conflict).</p> <p>Vocabulary = Army, courage, poppy, remembrance, trenches.</p> <p>Knowledge =</p> <p>I know that the First World War took place over 100 years ago.</p> <p>I know that people who fought in wars are remembered for their bravery.</p> <p>I know that people are remembered in different ways, such as on monuments or plaques and by symbols such as poppies.</p> <p>I know that soldiers in the First World War often fought in trenches.</p> <p>I know that Remembrance Day, on</p>	<p>I know that when pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</p> <p>I know that the ancient Egyptians wrote in hieroglyphics on papyrus.</p> <p>I know that the ancient Egyptians worshipped gods who were responsible for different aspects of life.</p>	<p>I know that the religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</p> <p>I know that at the end of this period, Christianity became the main religion in Britain.</p> <p>I know that many places of worship were built.</p>
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	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>What do we know about Nurturing Nurses?</p> <p>Concepts = Commemoration, discrimination (including racism and sexism), travel, war</p> <p>Vocabulary = Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier</p> <p>Knowledge =</p> <p>I know that Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War.</p> <p>I know that the Nightingale Training School for Nurses was opened over 100 years ago.</p>	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>What do we know about significant explorers?</p> <p>Concepts = Commemoration, discrimination (including racism and sexism), exploration, technology, travel.</p> <p>Vocabulary = Achievement, astronaut, equipment, expedition, explorer, polar, significant.</p> <p>Knowledge =</p> <p>I know that Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.</p> <p>I know that Matthew Henson was one of the first explorers to reach the North Pole.</p>	<p>What changed in Britain from the Stone Age to the Iron Age?</p> <p>Concepts = Building, economy (money), farming, migration, settlement, technology, tribe.</p> <p>Vocabulary = Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p> <p>Knowledge =</p> <p>I know that in the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Paleolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</p> <p>I know that the major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Why did Britain go to war in 1939 and what was the impact of this on British Society at the time?</p> <p>Concepts = Commemoration, entertainment, nation, peace, power, society, war: army, battle, conflict, invasion</p> <p>Vocabulary = Allies, Axis, commemorate, conscripted, dogfight, evacuation, home front, rationing.</p> <p>Knowledge =</p> <p>I know that the Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened.</p>

	<p>I know that Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</p> <p>I know that Edith Cavell was a nurse who looked after soldiers in the First World War. She even helped some soldiers hide from the German army.</p>	<p>I know that Felicity Aston is the first woman to ski across Antarctica on her own.</p> <p>I know that in 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</p> <p>I know that significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</p>	<p>I know that people migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.</p> <p>I know that in the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</p> <p>I know that Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</p> <p>I know that during the Iron Age, people began to make tools and weapons from iron.</p> <p>I know that Hillfort developed during the Iron Age. Communities lived on hills for protection.</p>	<p>I know that The Battle of Britain was a significant battle in the war. It was fought in the air.</p> <p>I know that the homefront was a way that people could help the war effort at home. This included rationing and the evacuation of children.</p> <p>I know that there was an effort to keep up the spirits of the armed forces and people at home. Entertainment was an important part of this.</p> <p>I know that many different types of armed forces took part in the Second World War including the Army, the Royal Navy and the Royal Air Force (RAF).</p> <p>I know that people who have died in all wars are commemorated in events around the country and across the world.</p> <p><i>A trip to Bletchley Park.</i></p>
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	<p>Changes within living memory</p> <p>How have toys changed over time?</p> <p>Concepts = Society, technology.</p> <p>Vocabulary = Metal toys, modern, paper toys, plastic toys, the past, Victorian, wooden toys, 20th century, 21st century</p> <p>Knowledge =</p> <p>I know that toys have existed for thousands of years and have been made out of many different materials.</p> <p>I know that Victorian toys were often made of wood. Poorer children would have played with homemade toys.</p> <p>I know that Modern toys are usually made of plastic because it is safer and easier to make things with.</p> <p>I know that many modern toys work using electricity.</p> <p>I know that toys have changed over time. Toys that</p>	<p>Changes within living memory</p> <p>What makes a good monarch? What do we know about Kings and Queens?</p> <p>Concepts = The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict.</p> <p>Vocabulary = Crown, monarch, Parliament, power, reign, royal, rule, succession.</p> <p>Knowledge =</p> <p>I know that William I who (also known as William the Conqueror) came from France and took over England in 1066.</p> <p>I know that Richard III's burial place was discovered in 2012. It is now a car park.</p> <p>I know that the time of Queen Victoria's reign is known as the Victorian period. Cars and trains were invented during her reign.</p>	<p>What impact did the Romans have on Britain?</p> <p>Concepts = Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p> <p>Vocabulary = Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p> <p>Knowledge =</p> <p>I know that the city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</p> <p>I know that the Romans built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</p> <p>I know that in Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a</p>	<p>A local history study</p> <p>How have the railways been important to Britain and to industry in Leighton Buzzard?</p> <p>Concepts = Culture, technology, trade, transport, travel.</p> <p>Vocabulary = Locomotive, nationalised, passenger, privatised, railroad, Leighton Buzzard Light Railway</p> <p>Making links to Leighton Buzzard Light Railway</p> <p>The Railways</p> <p>I know that the first passenger railway line was built by George Stephenson in 1825, between Stockton and Darlington.</p> <p>I know that the railways grew when private companies built new railway lines and the biggest growth was in the 1840s.</p> <p>I know that the railways meant that goods could be transported more easily and people could travel around the country quicker.</p>
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	<p>grandparents played with are very different to the toys that children play with now.</p> <p><i>A trip to Milton Keynes Museum</i></p> <p>How has transport changed over time?</p> <p>Concepts= Exploration, technology, trade, transport, travel.</p> <p>Vocabulary = Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.</p> <p>Knowledge =</p> <p>I know that Canals were built during Victorian times to help to transport materials like coal. I know that today they are used for home and leisure.</p> <p>I know that the first trains were steam engines.</p> <p>I know that the Wright Brothers created the first aeroplane.</p> <p>I know that cars have changed over time.</p>	<p>I know that Elizabeth II was the longest reigning monarch. She was Queen for 70 years.</p> <p>I know that the monarch today (King Charles III) has less power than kings and queens in the past.</p> <p>I know about the role of King Charles III today.</p> <p><i>A trip to Windsor Castle</i></p>	<p>hypocaust.</p> <p>I know that the Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>I know that in AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <p>I know that the Romans' legacy can be seen in many places around Britain today.</p> <p><i>A trip to St Albans Verulamium Museum</i></p>	<p>I know that Leighton Buzzard Light Railway was built after the First World War to support the local sand quarrying industry.</p> <p>I know that the railways were nationalised (run by the government) from 1948 until the 1990s, when they started to be owned by private companies again.</p> <p>I know that the first locomotives were steam powered, then diesel engines were used and more recently trains have been run on electricity.</p> <p>I know about and can order the events of The Great Train Robbery</p> <p><i>Trip to the Leighton Buzzard Light Railway</i></p>
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