Burton Road Primary School History Knowledge and Skills Progression

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Our Amazing World	Our Amazing World	Once Upon a Time	Alive and Growing	Pirates and Seaside

Throughout the year, the children will observe and talk about the changes they can see in their local environment including the weather, trees, plants and animals and what it was like before.
Our Early Years curriculum has been designed using the Statutory Educational Programmes of Study and the Development Matters to ensure that all children are equipped with knowledge and skills to achieve expected in the Early Learning Goals that link to History.
The following Early Learning Goals link to History:

Communication and Language (Listening, Attention and Understanding)

- Make comments about what they have heard and ask questions to clarify their understanding.

Understand the World

Phase	Cycle 1				Cycle 2		
KS1	History Makers			Our Changing School	The Great Fire of London	Black History Month	Kings, Queens and Our Changing Country

Autumn 1
Florence Nightingale- Societal Changes

- To know what 'living memory' is.
- To know key events in my own life.
- To know who Florence Nightingale was and where she was from.
- To know Florence was alive beyond living memory.
- To know significant dates and events within FN's life.
- To know FN was a nurse who made important improvements to nursing.
- To know what conditions were like in the hospitals FN worked in.
- To know what is meant by significant.

- Use the terms 'living memory' and 'beyond living memory' to describe events in the past.
- Sequence events in my own life using a timeline.
- Identify the time period FN was from using a source
- Plot FN's time period on a timeline.
- Sequence events from FN's life on a timeline.

Black History Month

What is Black History?
To know what Black History Month is.
To know what discrimination is.
To know what racism is.
Explain why Black History Month is important.
Give examples of discrimination.

Autumn 2
Mary Seacole- Societal Changes

- To know who Mary Seacole was and where she was from.
- To know Mary Seacole was alive beyond living memory.
- To know what Mary Seacole did during the Crimean War despite facing racism.
- To know significant dates and events within MS's life.
- To know that MS faced many challenges.
- To know that FN and MS were similar.
- To know that FN and MS were different.

- Identify the time period MS was from using a source
- Plot MS's time period on a timeline.
- Compare MS time period to FN's
- Sequence events from FN's life on a timeline.
- Use sources to compare modern-day nursing and hospitals to those in MS's time.
- To think critically about the challenges MS faced.
- Make comparisons between FN and MS
- Identify differences between MS and FN

Summer 1
Burton Road Primary School- Societal changes

- To know that my school has changed over time.
- To know what a timeline is.
- To know what chronological order is.
- To know what school life was like in 1978.
- To know that school life has changed.
- To know my school building has.

- To compare different features of our school.
- To sort primary sources into 'then' and 'now'
- To use a timeline to sequence changes in chronological order.
- Explain how our school has changed over time.

Autumn 1
Significant disasters- historical enquiry and sources

Significant disasters- historical enquiry and sources

- To know what happened during the Great Fire of London.
- To know why the fire spread.
- To know why the fire burned down so many buildings.

- Sequence the main events of the Great Fire of London.
- Explain the main events of the Great Fire of London.

To use primary and secondary sources to ask questions and find answers.

Black History Month

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Explain why Black History Month is important.
Give examples of discrimination.

Summer 1 and 2

- To know what a monarch is
- To know what a timeline is
- To know that the royal family and my own family history can be represented in a family tree
- To know what a coronation is
- To know who King Charles II was
- To know who Queen Elizabeth was
- To know who King Charles III was
- To know the similarities and differences between King Charles II and III
- To know what democracy is

- Reason why kindness, fairness and honesty are important qualities for a good monarch.
- Use your timeline to compare when different monarchs ruled and explain how this helps us understand the past.
- Interpret a family tree to identify how members of a royal family are connected.
- Evaluate why coronations are important to the monarchy and which traditions you think matter most.
- Summarise the key events of Charles II's reign and reflect on how they affected people living at the time.
- Evaluate why Queen Elizabeth II was a significant monarch, using events from her reign to support your ideas.
- Reflect on how King Charles III's roles and responsibilities compare with those of monarchs in the past.
- Compare Charles II and Charles III, identifying one similarity and one difference and reasoning why their roles were different.
- Think critically about why Britain has both a monarch and a Prime Minister and how their roles are different.

Burton Road Primary School History Knowledge and Skills Progression

	• Use sources to compare modern-day nursing and hospitals to those in FN's time.		• To think critically about how FN and MS are remembered.					
LKS2	**Stone Age to Iron Age**	**Black History Month**	**The Romans**	**Anglo-Saxons and Scots**	**Railways**			**Ancient Egypt**
	Autumn 1 Invasions and Migration bringing societal changes • To know when the Stone Age was. • To know what people needed to survive during the Stone Age. • To know what Skara Brae is. • To know the features of the Old Stone Age. • To know the features of the New Stone Age. To know the features of the Bronze Age. • To know the features of the Iron Age. • To know what Stonehenge is. • Plot the Stone Age, Bronze Age and Iron Age on a timeline with other time periods I have studied. • Understand the concurrence and duration of these time periods. • Extract and interpret information about prehistoric life from primary and secondary sources. • Compare continuities and acknowledge changes between stages of prehistory. • Extract and interpret information about Stonehenge from primary and secondary sources. • Explain the benefits of hillforts.	Rosa Parks (C6) To know who Rosa Parks is. To know what segregation is. To know that Rosa Parks was a civil rights activist. To know why Rosa Parks is famous. Explain what Rosa Parks did and why. Understand what segregation looked like in the USA in the 1950s. Marcus Rashford (C7) To know who Marcus Rashford is. To know why Marcus Rashford is famous. To know about Marcus Rashford's contribution to battle child food poverty. Explain what Marcus Rashford has done. Understand the impact he has had on children. Nicola Adams (C8) To know who Nicola Adams is. To know why Nicola Adams is famous. To know what protected characteristics are. Explain what Nicola Adams has done. Explain how Nicola Adams' identity has impacted her life.	**Autumn 2** Invasions and Migration bringing societal changes • To know who the Romans were. • To know why Britain was appealing to the Romans. • To know that the Romans built new roads and towns in Britain. • To know who Boudicca was. • To know who Emperor Hadrian was. • To know that many features of modern life have Roman origins. • Explain how the Romans built their empire. • Explain the Roman's persistence to conquer Britain. • Compare Roman Britain to modern day Britain using primary and secondary sources. • Explain why Boudicca led a rebellion. • Describe key features of Hadrian's Wall. • Explain why Hadrian built Hadrian's Wall. • Explain how the Romans made significant changes to life in Britain.	**Summer 1** Invasions and Migration bringing societal changes • To know why, where and how the invasions of Britain took place after Roman withdrawal. • To know about Anglo-Saxon kingdoms. • To know how the Anglo-Saxons lived. • To know that Sutton Hoo is a royal burial ground. • To know about the religious beliefs and practices of the Anglo-Saxons. • To know that the Anglo-Saxons introduced Christianity to England. • Explain how the Anglo-Saxons conquered Britain. • Explain how Anglo-Saxon influence is still evident in Britain today. • Compare the Anglo-Saxon's way of life to the Roman's. • Use primary and secondary sources to draw conclusions about the people buried in Sutton Hoo. • Explain how Christianity became England's most followed religion.	**Autumn 1** The growth of Railways and their impact on Britain • To know what the Industrial revolution is. • To know the transportation of goods relied upon canals and horses before the industrial revolution. • To know that the industrial revolution meant railways were developed. • To know that populations of industrial towns grew due to migration from rural areas. • To know about the first trains and railways. • To know what steam locomotives are. • To know about the lives of George and Robert Stephenson. • To know how the Stephensons contributed to early railways. • Explain what key industries grew in Barnsley because of the industrial revolution. • Explain why business and trade expanded because of the creation of railways. • To put the development of the first trains and railways in chronological order. • Describe a famous steam locomotive in detail. • Compare the similarities and differences between different steam locomotives. • Use primary and secondary sources to explain the impact George and Robert Stephenson had on the development of railways.	**Black History Month** Rosa Parks (C6) To know who Rosa Parks is. To know what segregation is. To know that Rosa Parks was a civil rights activist. To know why Rosa Parks is famous. Explain what Rosa Parks did and why. Understand what segregation looked like in the USA in the 1950s. Marcus Rashford (C7) To know who Marcus Rashford is. To know why Marcus Rashford is famous. To know about Marcus Rashford's contribution to battle child food poverty. Explain what Marcus Rashford has done. Understand the impact he has had on children. Nicola Adams (C8) To know who Nicola Adams is. To know why Nicola Adams is famous. To know what protected characteristics are. Explain what Nicola Adams has done. Explain how Nicola Adams' identity has impacted her life.	**Autumn 2** Joseph Locke and impact • To know about the life of Joseph Locke. • To know how Joseph Locke contributed to the development of early railways. • To know what the Grand Junction Railway is. • To know about the advantages and disadvantages of building the railway infrastructure during Victorian times. • To know what the new high speed rail link HS2 in the UK today is. • To know what railway art is. • Use primary and secondary sources to explain the impact Joseph Locke had on the development of railways. • Debate the advantages and disadvantages of railway infrastructure during the Victorian times. • Compare Victorian infrastructure with the railways of today. • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.	**Spring 2** Life and Comparison • To know when the Ancient Egyptians existed. • To know about Egyptian life and society. • To know why the Nile was chosen as a settlement area. • To know that historical sources can give us different answers about the past. • To know that Tutankhamun was an Ancient Egyptian Pharoah. • To know that the Ancient Egyptian civilisation ended because it became part of the Roman Empire. • To know that Egypt still has evidence of its Ancient Egyptian past. • Plot Ancient Egypt on a timeline with other time periods I have studied. • Understand the concurrence and duration of these time periods. • Compare continuities and acknowledge changes between Ancient Egyptian life and modern life in the UK. • Explain the Nile's appeal to the Ancient Egyptians. • Use primary and secondary sources to make inferences about Tutankhamun was. • Explain why the Ancient Egyptian time period ended. • Explain the Ancient Egyptian's lasting influence on Egypt itself.

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UKS2	**The Vikings and the struggle for the Kingdom of Britain**	**Black History Month**	**King John and the Magna Carta in contrast to Henry VIII**	**Ancient Maya Civilisation**	**Coal Mining**			**Ancient Greece**
	Autumn 1 Invasions and Migration bringing societal changes • To know why Anglo-Saxon England was appealing to the Vikings. • To know the events of the Viking invasion of Britain. • To know how the Vikings were viewed. • To know that England was divided between the Anglo-Saxons and Vikings. • To know how Viking rule came to an end. • To know how the Vikings were viewed by Anglo-Saxons • Plot the Viking period on a timeline with other time periods I have studied. • Understand the concurrence and duration of these time periods. • Use primary and secondary sources to compare different views of the Vikings. • Explain how the Viking rule ended. • Interpret sources to draw conclusions in order to answer an enquiry question.	Marsha P. Johnson (C11) To know who Marsha P Johnson was. To know why Marsha P. Johnson is famous. To know what discrimination is. To know that Marsha P. Johnson was a Gay and Black rights activist. To know what happened during the Stonewall Riots. To know what protected characteristics are. To explain what Marsha P Johnson did and why. Explain how Nicola Adams' identity has impacted her life. Simone Biles (C10) To know who Simone Biles is. To know why Simone Biles is famous. To know some of Simone Biles' accomplishments. To know what protected characteristics are. Explain what Simone Biles does. Understand that Simone Biles has had major successes in the sporting industry. Explain how Simone Biles' identity has impacted her life. Callum Simpson (C9) To know who Callum Simpson is. To know why Callum Simpson is famous.	**Autumn 2** Autocracy and Democracy • To know about the Battle of Hastings. • To know how medieval England was governed. • To know what England was like under the rule of King John. • To know why the Magna Carta was issued in 1215. • To know who King Henry VIII was. • To know how King Henry VIII affected religion in Britain. • To know that King John and Henry VIII were different. • To know what democracy is. • To know what autocracy is. • Explain how the Norman period began. • Explain the view of King John. • Use primary and secondary sources to explain what England was like under the rule of King John. • Explain the impact the Magna Carta had. • Explain the reasons for Henry VIII's marriages. • Undertsand the religious changes that were brought about during Henry VIII's reign. • Make comparisons between King John and Henry VIII. • Compare the autocracy of King John and Henry VIII to today's democracy.	**Summer 1** Life and Comparison Autocracy and Democracy • To know where and when the Maya lived • To know what the Mayan civilisation did • To know about Mayan artefacts • To know how the Maya were ruled • To know about Maya City States • To know about Maya religious beliefs • To develop chronological understanding by placing the Ancient Maya and key events accurately on a timeline. • To make historical connections by identifying where the Maya fit alongside other historical periods studied. • To interpret maps and timelines. • To identify cause and consequence by explaining how Maya farming, trade and technological developments helped their civilisation grow. • To make inferences about how the Maya responded to challenges in their environment. • To explain historical significance by explaining which developments helped Maya civilisation become successful. • To interpret historical evidence by using Maya artefacts and sources to make inferences about people's lives. • To make inferences by using evidence to explain what artefacts suggest about different groups within Maya society. • To evaluate evidence by considering what sources can and cannot tell us about Maya life. • To compare the Maya system of government with Anglo-Saxon England, identifying similarities and differences. • To explain cause and consequence by explaining how the Maya's political	**Autumn 1** The growth of coal mining and its impact on Britain • To know what the industrial revolution is. • To know that Barnsley is rich in natural resources. • To know the chronology of the mining industry. • To know what it was like to word in a coal mine as a Victorian child. • To know how the coal industry has shaped Barnsley • To know how to use primary sources to make inferences about the past • Summarise the chronology of the mining industry – growth and decline • Summarise a typical family experience from the 1900's • Reflect upon the differences between the Harper family and their own lives • Explain the historical sources used to learn about the past. • Reflect upon how the town and its people have been affected by the changing fortunes of the coal industry. • Reflect upon the different life chances and experiences they have as children in Barnsley in the 21sr century, compared to the 19th century • Reflect upon industry and work as a cause for migration. • Children can explain the primary sources in our local area - that inform us about Barnsley's industrial past.	**Black History Month** Marsha P. Johnson (C11) To know who Marsha P Johnson was. To know why Marsha P. Johnson is famous. To know what discrimination is. To know that Marsha P. Johnson was a Gay and Black rights activist. To know what happened during the Stonewall Riots. To know what protected characteristics are. To explain what Marsha P Johnson did and why. Explain how Nicola Adams' identity has impacted her life. Simone Biles (C10) To know who Simone Biles is. To know why Simone Biles is famous. To know some of Simone Biles' accomplishments. To know what protected characteristics are. Explain what Simone Biles does. Understand that Simone Biles has had major successes in the sporting industry. Explain how Simone Biles' identity has impacted her life. Callum Simpson (C9) To know who Callum Simpson is. To know why Callum Simpson is famous.	**Autumn 2** Significant disasters- historical enquiry and sources • To know about the key events of the Huskar Pit Disaster. • To know how to use historical sources so I can form a conclusion over who was the blame for the Huskar Pit Disaster. • To know about the impact of the Huskar Pit Disaster • To know about the key events of the Oaks Disaster. • To know the reforms made to mining • Reflect upon the devastating effect of the disaster on the local area • Reflect upon the dangers of the mining industry • Reflect upon the working conditions for children in the Victorian era • To draw conclusions about a significant disaster • Form conclusions and make recommendations • To explain the events of the local Pit Disaster • To reflect upon the importance and impact of this historical event locally and nationally. • Think critically about changes to improve the working conditions children faced • Reflect upon the changes brought about by the Miners Act of 1842 for the working age and conditions for Barnsley and the UK. • Reflect upon the dangers of the mining industry • Summarise about the reliability of different sources and the reasons that the information may not be reliable.	**Summer 1** Life and Comparison Autocracy and Democracy • To know when the Ancient Greeks lived • To know who the Ancient Greeks are • To know about the development of democracy in Ancient Greece • To know about the role the theatre and festivals like the Olympics played in Ancient Greece • To know that society still has evidence of it's Ancient Greek past • Order and compare Ancient Greece with other historical periods studied to explain where it fits on a timeline. • Explain how timelines help historians understand the order and length of historical periods. • Interpret historical sources to make inferences about everyday life in Ancient Greece. • Explain how a person's status, wealth and gender could affect their experiences in Ancient Greek society. • Compare democracy in Ancient Athens with democracy in Britain today. • Reason why Athens and Sparta developed different systems of government and ways of life. • Explain why theatre and festivals were important to Ancient Greek religion, culture and society. • Interpret historical sources to identify what they reveal about the Ancient Greek Olympics and theatre. • Explain how Ancient Greek ideas and achievements have influenced modern society. • Reflect on why Ancient Greek culture is still studied, remembered and protected today.

		To know that Callum Simpson is from Barnsley. Explain what Callum Simpson does. Understand that Callum Simpson is very proud to be from Barnsley.		organisation affected relationships between city-states. • To use historical vocabulary accurately when explaining concepts such as city-state, ruler, hierarchy and government. • To compare Maya city-states with Anglo-Saxon kingdoms using specific historical evidence. • To identify similarities and differences in how the two societies were organised and governed. • To explain historical significance by explaining why city-states were important to the organisation and development of • To interpret historical evidence by using Maya temples, artefacts and images to make inferences about religious beliefs. • To make connections between Maya religion, government and everyday life. • To explain cause and consequence by explaining how religious beliefs influenced the actions and organisation of Maya society. Maya civilisation.		To know that Callum Simpson is from Barnsley. Explain what Callum Simpson does. Understand that Callum Simpson is very proud to be from Barnsley.	• Reflect upon the effectiveness and impact of the laws and checks brought into Mining in the Victorian period.	