Knowledge Progression in History at Foundation Stage

Shaded = knowledge	Expectations for Nursery			Expectations for Reception			ELG
History links	Able to say who they are and who they live with	Can talk about their immediate family	Can briefly talk about their wider family	Can talk about memories that are special to them Compare past and present	Can talk about memories that involve their immediate family	Can talk about similarities and differences between people in their family	**Talk about the lives of the people around them and their roles in society** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class** **Understand the past through settings, characters and events encountered in books read in class and story telling**

Knowledge Progression in History at Key Stage One

	The Pretoria Pit (Local History) Significant historical events, people and places in their own locality.	**The Great Fire of London** Events beyond living memory	**Victorians/ The Lives of Significant people** Lives of significant individuals	**The Creation of Our School** Changes within living memory	**The First Landing on the Moon/The Lives of Significant People** Events beyond living memory/ Lives of significant individuals
Year 1 & 2	✓ Identify when the Pretoria Pit disaster happened ✓ **People** who was a miner and what did they wear? What did they need to do their job? ✓ **Lifestyle** how did Miners live? Identify the inside of a miners cottage in this era. Explore the location of miners homes to the pits ✓ **What was it like in the pit?** Identify how the pit workers travelled into the mine, how they worked, what they did. ✓ **What was the disaster and why did it happen?** ✓ **Local area** How did the disaster affect the local area? How do we remember those who died today? ✓ **Significant People –** Alfred Tongue (general manager) Sir William Hulton (land owner for the pit) The role of men and boys at the time. The role of women after the disaster.	✓ Identify when the Great Fire happened ✓ Explore the key events of the fire and order them to identify the sequence of events. Discuss people's lives during each of the key events ✓ Identify why and where the fire started and why it spread so fast ✓ **Lifestyle** How was the fire fought? How were people affected? How did their lives change? ✓ **Homes** What were their homes like before and after the fire? How did the fire change the way they were built? ✓ **Significant People** Identify who Samuel Pepys, Thomas Farriner and King Charles II and their roles at the time of the fire ✓ **Impact** Identify the changes made after the fire (new fire regulations, homes made from brick)	✓ Identify when the Victorians lived and place it on a timeline. ✓ **Significant People (MAIN FOCUS of unit and the lives of Victorians will be discussed through these people)** Queen Victoria, Alexander Bell, Florence Nightingale, Dr Joseph Lister, Charles Dickens, Mary Seacole (Black History, Inspirational woman) **Identify who each person was, what impact they had, how they changed the lives of the Victorians and of our lives today.** ✓ **Lifestyle** Identify who were The Victorian people, how did they live, what did they wear. Compare rich and poor and discuss why life was very different for them. ✓ **Homes** What were their homes like during the Victorian era? Compare to homes today and look for significant similarities and differences.	✓ Identify when The Gates was built ✓ To know how the school has changed ✓ Identify when the schools before The Gates where built (Fourgates and Wingates) ✓ **Lifestyle** - Know what it was like to attend school during the Victorian era ✓ **Homes/buildings** - To compare our school today to schools in the past ✓ To look at the changes that have happened and the reasons why ✓ **Significant people** – find out more about the head teachers throughout the years. What has been there role? Similarities and differences) ✓ **People** – who went to the previous schools? Who attends The Gates today? Comparison across the different eras.	✓ Identify when the first landing on the moon was on a timeline and compare this date to other significant dates explored so far. Add other key dates of space exploration such as Tim Peake in 2016 ✓ Identify who was involved in the first landing on the moon, why it happened, where the astronauts travelled from and the time taken ✓ **Lifestyle** Explore the lifestyle of the astronauts on board Apollo 11. What did they wear? How did they eat? How did they rest? ✓ Identify the significant events when they landed on the moon – walking on the surface, placing the American flag, conducting experiments ✓ Understand what happened when the astronauts returned, what their exploration taught us and how they inspired future astronauts ✓ **Significant People (MAIN FOCUS of unit alongside the moon landing)** Neil Armstrong, Buzz Aldrin, Michael Collins, Chris Hadfield, Tim Peake, Mae Jemison (Black History, inspirational woman) **Identify who each person was, what impact they had, how they changed our lives today. Comparison of 2 or more of the significant individuals to explore them further**

Knowledge Progression in History at Lower Key Stage Two

	Wartime Westhoughton Local History Study/A significant turning point in British History	**Weavers at Work** Local History Study	**Ancient Egyptians** Earliest Civilisations	**Ancient Greeks and how they've shaped the world** Ancient Greece -life, achievements and influence on the west
Year 3 & 4	✓ To know the significant dates of WWII (start, The Blitz, Evacuation, Rationing, end) how this event fits onto a timeline based on the periods in history taught so far ✓ **Significant People** To know about Neville Chamberlain, Winston Churchill, King George VI and Adolf Hitler during WWII and the roles they each played. How did the decisions of these people impact the lives of the people in Westhoughton ✓ Look at the impact of the arrival of American Troops into Britain during the war. Link across to Black History and how society changed as a result. ✓ To know about a local solider and understand how local soldiers going to war impacted Westhoughton ✓ To know that people were evacuated to Westhoughton during the war and how this changed the area ✓ To know how nationwide events such as the Blitz and rationing impacted the people of Westhoughton ✓ **To** identify how the people of Westhoughton lived during the war. What was the impact of the War on local homes and buildings. To make comparisons between the lives of people in Westhoughton to the lives of people in London	✓ Identify when the industrial revolution started and ended and place them on a timeline alongside other significant eras studied. ✓ Identify the mills in Westhoughton, place them on map and explore when they opened and closed. Compare to the timeline. Explore other mills in Manchester and Bolton and discuss number of workers and uses ✓ **Buildings** How were mills used, what did they make? What were they like? Compare a significant mill in Manchester, 1 from Bolton and Westhoughton Mill ✓ **People –** explore who worked in mills. What was a typical miner like? Explore the different roles within a mill? Link these to the lifestyle of the individual and how they lived. Look at Peter Ditchfield and Mr Chadwick as mill owners in Westhoughton and their role and standing in the community. What impact did they have on the local area? ✓ **Significant People** James Watt, Alexander Graham Bell (recap KS1), Wilson Swan, Karl Bentz, Samuel Crompton. Identify how each of them played a significant role and how these have impacted on our lives today. ✓ Explore the significance behind the burning down of Westhoughton Mill and why this happened? How was this significant in Westhoughton and the wider world? ✓ **Transport** Identify the role of steam trains and canals in Manchester as part of the industrial revolution.	✓ Identify the Ancient civilisations of the Ancient Sumer, Shang Dynasty, Indus Valley and the Ancient Egyptians and use a timeline to explore when they lived. Who were the Ancient Sumer, when did they live and what did they do? ✓ Understand how each ancient civilisation lived, their impact and make comparisons across each. ✓ **HOMES AND LIFESTYLE** To identify key events during the Ancient Egyptian era. Understand how the Egyptians lived, how homes were built and the differences between the homes of different Egyptians LE How did different Ancient Egyptians live? ✓ To understand the importance of pyramids/Gods and Goddesses/hieroglyphs/boats and waterways to the Egyptians ✓ To understand how the use of the River Nile compares to the use of the canals during the industrial revolution in Manchester ✓ To understand the significance of Mummification and the afterlife ✓ **Significant People** To understand about Tutankhamun and his role during the Egyptian era LE What can we learn from the tomb of Tutankhamun? To make comparisons between Tutankhamun and his role as a ruler to that of the British prime minister during WW2? ✓ To identify Ancient Egyptian inventions and their impact on the wider world LE What did the Ancient Egyptians invent that have helped me today?	✓ identify when the Ancient Greeks lived and know how this fits onto a timeline based on the periods in history taught so far ✓ **Entertainment** identify and explore the significance of the Olympics and sport on the Ancient Greeks and describe the impact on life today ✓ **Transport** identify how the Ancient Greeks travelled, compare how rich and poor Greeks moved around and look at the use of chariots, waggons and animals. ✓ **Homes** identify how the Ancient Greeks lived, how homes were built and the differences between the homes of different Greeks and the reasons why. Explore how art was used to decorate homes. ✓ **Significant People** find out more about Aristotle and Pythagoras and how their inventions changed the world. How did Gods and Goddesses impact the lives of the Ancient Greeks? ✓ **Lifestyle** find out about Gods and Goddesses, art, theatre, and the Greeks in battle. ✓ Identify what democracy is and how it was introduced and used during the Ancient Greek times. How has this impacted life today? ✓ Explore and make links to **entertainment, transport, homes, people and lifestyle** to how we live today and also to the same elements from Victorian Britain/wartime Britain/The Egyptians

Knowledge Progression in History at Upper Key Stage Two

	The Great War Local History Study/Significant events since 1066	**The Mayans** Non European Society and its contrast to British History	**Hunter Gatherers** **(Stone Age to Iron Age)** Changes in Britain from the stone age to the iron age	**Time Travellers** **(Celts, Romans, Saxons, Vikings)** Invaders and settlers and their impact on Britain

Year 5 & 6	✓ identify when WWI happened, how long it lasted and key events, placing all on a timeline to show how the event sits alongside other eras studied ✓ Identify why the war started, which other countries were involved (The Triple Alliance and The Triple Entente) ✓ How did the start of the war directly impact on the people of Westhoughton and how did this compare to other areas in the country (London, Manchester) ✓ **People** Explore how soldiers were recruited, life in the trenches, weapons and communication home and how these all impacted on the life of the British soldier. 197 soldiers from Westhoughton lost their lives, what would have been the impact? ✓ **Westhoughton** Identify life on the home front by finding out more about women during the war, children during the war, home guards, shopping, and work. How would all of the above have directly impacted on the lives of the people in Westhoughton. ✓ **How did the use of the town change?** Westhoughton Navel Gun Works was built for weapons to be made, ✓ How did the town of Westhoughton prepare for war, change during war and recover after the war. ✓ **Significant People** Walter Tull, Jack Cornwell, David Lloyd George Who were they, what role did they play, what can we learn about the people of Westhoughton from these men? ✓ **Homes and lifestyle** Identify how the war ended. What would the impact of the war have been on the local people? How did the town rebuild itself? How had the town changed (jobs, children, soldiers, loss).	✓ To identify when the Ancient Maya lived (Ch) ✓ To identify key events during the Ancient Mayan era (Ch) ✓ To understand how the Ancient Maya lived? LE How did the homes of the Ancient Maya compare to those of the Ancient Greeks? (*Ch & Con, I & S*) ✓ To compare Ancient Maya cities to those of Ancient Greece LE How does Tikal compare to Athens? (*Ch & Con, CC, I & S*) ✓ To understand the main roles and jobs in Ancient Maya communities (*Ch & Con, CC, I & S*) ✓ To compare significant buildings LE What was Chichen Itza and was it as important as the pyramids of Egypt? (*Ch & Con, CC, I & S*) ✓ To understand the importance of the Ancient Maya number and calendar system (Ch & Con, I & S) ✓ To compare the Maya number system to the hieroglyphs to the Egyptians (*Ch & Con, I & S*) ✓ To understand who Yax k'uk' Mo was (*SP, I & S*) ✓ To understand the significance of farming to the Ancient Mayas LE How did farms support the Maya way of life? (*Ch & Con, CC, I & S*) ✓ To understand the importance of Gods and priests to the Maya people (*Ch & Con, CC, I & S*)	✓ To know when the Stone, Bronze and Iron Age periods started and ended ✓ To know that there were 3 different Stone Age periods – early, middle and late. ✓ To understand the significance of Skara Brae to the Stone Age people and how the people lived there. ✓ To know about the **homes, clothes, lifestyle** of the Bronze Age people ✓ To understand the significance of Stonehenge to the Bronze Age People ✓ To know how the Bronze Age era compared to that of the Ancient Greeks and how the Bronze age influenced the Ancient Greek era. ✓ To know about the **homes, clothes, lifestyle** of the Iron Age people ✓ To identify the similarities and differences between the Stone Age, Bronze Age and Iron Age and identify trends over time	✓ Identify when the Celts, Romans, Anglo Saxons and Vikings lived and placed them on a timeline, making comparisons across. ✓ Explore each era and identify how they arrived in Britain, invaded and settled to understand the link ✓ Celts and Anglo Saxons – overview of eras ✓ Romans and Vikings – in-depth study. Celts – **People, Homes, Lifestyle, beliefs.** Identify the link between the Celts and the Iron Age. Explore where they lived and their tribes, what they wore, farming, and their Gods. **Romans and their <u>impact on Britain</u>** ✓ Explore where the Romans came from and the build up of the Roman Empire. ✓ **Lifestyle/travel** Chariots, baths, art and culture, houses, towns and roads. Identify the details of each and what they tell us about the people of this time. What links can we see between these and us today? What impact did they have? ✓ **Entertainment** amphitheatre, gladiators. Explore how they were used. How do they compare to the entertainment of The Mayans? ✓ **Significant People** (Julius Ceasar, Boudicca, the senators and the generals, Romulus. Explore each of these and their impact on this era. What changes happened because of each individual. What impact have these people had on today?) ✓ **Beliefs** Gods and goddesses, the introduction of Christianity. ✓ Identify why the Romans left Britain and this left it open to invasions from other people Anglo Saxons - **People, Homes, Lifestyle, beliefs.** ✓ Identify the link between the Romans and the Anglo Saxons. Identify the 3 main tribes, the fact that the Anglo Saxons created lots of smaller kingdoms which are around today and look at how the people lived, jobs, homes, art and culture. Explore Alfred the Great and his impact on this era. Christianity was introduced – identify the impact on today. **Vikings and their <u>impact on Britain</u>** Explore where the Vikings came from and the build up of the Viking Empire. ✓ **Lifestyle/travel** Long boats, Viking Warriors, Settlements and place names, What links can we see between these and us today? What impact did they have? ✓ **Entertainment/Home life** What were the Viking homes like? How do they compare to homes from different eras? How did the Vikings live in their homes and settlements? ✓ **Significant People** Alfred the Great, Edward the Confessor, Athelstan. Explore each of these and their impact on this era. What changes happened because of each individual. What impact have these people had on today? ✓ **Beliefs** Viking Gods – who were they and what did they believe? How did these compare to the Gods from the Roman or Saxon era? ✓ Identify why the Vikings were driven out after the Battle of Hastings in 1066