

## Knowledge Progression in History

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>A local history study (<i>WW2</i>)</li> <li>the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>The Tudors</i>) Including:               <ul style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history</li> <li>changes in an aspect of social history - leisure and entertainment in the 20th Century</li> </ul>	<ul style="list-style-type: none"> <li>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>
Differentiation Notes					
<p>Focus on changes in everyday objects that are familiar to children</p> <p>Focus on facts about a significant person</p>	<p>Focus on changes in buildings and how this has affected us</p> <p>Focus on impact of significant event and people</p>	<p>Focus on our surrounding area</p>		<p>Focus on industrial revolution and how it has impacted on modern life</p>	
	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international</li> </ul>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a</li> </ul>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>

	<p>achievements. Some should be used to compare aspects of life in different periods [Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison and Florence Nightingale]</p>	<p>depth study of one of the following: Ancient Egypt;</p>			
--	---	--	--	--	--

Differentiation Notes

<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally (<i>Gunpowder Plot</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally (<i>Great Fire of London</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• Non-Stat:</li> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</li> </ul>		<ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.</li> </ul>

Differentiation Notes

--	--	--	--	--	--