

HISTORY Knowledge and Skills Progression 2024-25 Whole School

EYFS				
<u>Topic</u>	<u>Concepts</u>	<u>Substantive Knowledge</u> (<i>I can</i> statements)	Pre-requisite <u>skills</u> for History: Understanding the World (covered throughout the year)	<u>Vocabulary</u>
All About Me	buildings, city	Talk about my experience of past birthday celebrations. Talk about how cameras are used to document the past	3 / 4 year olds: - Begin to make sense of their own life-story and family's history. Reception - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. ELG: UTW: Past and Present - Talk about the lives of 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 storytelling	After • Before • Birthday • Calendar • Last week • Next week • Now • Today • Tomorrow • Yesterday
Terrific Tales		Talk about what they have done with their families during Christmas (and other religious festivals) in the past. Talk about how Christmas used to be celebrated.		
Amazing Animals				
Come Outside	Exploration, technology,	Find out about space exploration.		
Ticket to Ride	transport, travel	Compare pictures of old and new modes of transport		
Fun at the Seaside	transport, travel	Understand that dinosaurs used to exist Compare seaside holidays now and in the past.		

Emerald Class (Year 1 & 2 mix)

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Enquiry Question	Concepts	Substantive Knowledge	Skills Year 1 Year 2	Vocabulary
<p><u>Term 1</u> Why is Bristol brilliant?</p> <p>The Fry Family</p>		<p>When was Chocolate invented? Who was JS Fry? How was chocolate made and what was it like to work in Fry’s Factory? Where was Chocolate Made and how did this affect Bristol? How has Chocolate changed over time?</p>	<p>-Sequence events in chronological order (using photos or artefacts) using the vocabulary old, new, young, days, months. (Y1) recently, before, after, now, later. (Y2)</p> <p>-Use pictures and stories to find the answer to simple questions about the past-Use a source to ask questions and find answers (why, what, who, how, where?)</p> <p>- Use role play to act out a scene from the past- Use role play to act out a scene from the past, showing a clear difference between then and now</p>	
<p><u>Term 2</u> How did railways change things for people in Bristol?</p>		<p>What is a railway and how did railways change transport in Bristol? Who was Brunel and why was Stepheson important to Bristol Railway’s development? How did railways change Bristol?</p>	<p>-Use drama to say why people did things in the past using empathy to give evidence for people’s actions in the past</p>	

			<p>-Tell the difference between past and present in own and other people's lives</p> <p>-Recount the main events from a significant event in history</p> <p>-Draw a picture of a past event</p> <p>-Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>	
<p><u>Term 3</u> How have toys changed over time?</p>		<p>How have toys changed over time?</p> <p>How have materials used to make toys changed over time?</p> <p>How has technology influenced the development of toys over time?</p> <p>What are the cultural influences on toy design and preferences over time?</p> <p>How does toys and play experiences compare to social changes?</p> <p>What is the environmental impact of toy production?</p>	<p>Recall stories and memories about the past -Recount changes in own life over time and compare that to relatives or other people from different eras.</p> <p>-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>-Compare pictures or photographs of people or events in the past</p> <p>-Use a variety of sources, including: eye-witness accounts, photos, artefacts, buildings and visits, internet</p>	

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Enquiry Question	Concepts	Substantive Knowledge	Skills Year 2 Year 3	Vocabulary
<p><u>Term 1</u> Why is Bristol brilliant?</p> <p>Carmen Beckford</p>		<ul style="list-style-type: none"> •Carmen Beckford was born in Jamaica in 1928. She moved to Bristol as part of the Windrush Generation when she was 17. •She was the first Race Relations Officer in Bristol in 1967, using her knowledge of equality to bring change for the diverse communities in Bristol. •Carmen was one of the founders of the St Paul’s Carnival in 1968, an annual celebration of Afro-Caribbean culture. •In 1982, she was the first black person in the South West to receive an MBE (Member of the Order of the British Empire) for her hard work against racial inequality. •Carmen was involved in the Bristol Bus Boycotts of 1963. •A mural of her was painted in Bristol, part of the Seven Saints of St Pauls 	<p>-Sequence events in chronological order (using photos or artefacts) using the vocabulary recently, before, after, now, later. -Place the time studied on a time line</p> <p>Use a source to ask questions and find answers (why, what, who, how, where?)</p> <p>- Use printed sources, the internet, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask own relevant questions, suggesting sources of evidence to use to help answer questions.</p> <p>- Use role play to act out a scene from the past, showing a clear difference between then and now</p> <p>-Use role play to act out a scene from the past, using empathy to show people’s feelings based on their situation</p>	<p>Local history Culture Immigrant British Caribbean Windrush Evidence Boycott Segregation integration mural</p>
<p><u>Term 2</u> How did railways</p>		<ul style="list-style-type: none"> • Isambard Kingdom Brunel was famous for his engineering work, notably for the Great Western Railway. 	<p>Use drama to say why people did things in the past, using empathy to give evidence for people’s actions in the</p>	<p>Timeline Chronological Events</p>

<p>change things for people in Bristol?</p>		<ul style="list-style-type: none"> • He also created steamships that travelled faster than sailing ships and used coal as fuel. • Other famous landmarks include: <ul style="list-style-type: none"> - The Maidenhead Bridge, London - Paddington Train Station, London - Wye Bridge, Chepstow - The Royal Albert Bridge (Devon-Cornwall) - Box Tunnel, Wiltshire • George Stephenson was an English civil engineer and mechanical engineer during the Industrial Revolution. 	<p>past</p> <ul style="list-style-type: none"> -Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology <p>Recount the main events from a significant event in history</p> <ul style="list-style-type: none"> -Compare historical events with our lives today - Understand why people may have had to do something and identify reasons for and results of people’s actions in the past <p>-Draw labelled diagrams and write about them to tell others about people, events and objects from the past- Present findings about the past using speaking, writing, ICT and drawing skills</p> <p>-Write simple stories and recounts about the past.-Discuss different ways of presenting information for different purposes.</p>	<p>Primary sources Secondary sources</p>
<p><u>Term 3</u> How have toys changed over time?</p>			<ul style="list-style-type: none"> -Recount changes in own life over time and compare that to relatives or other people from different eras. -Create a written timeline by sequencing events in chronological order using dates 	

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			<p>(eg, 1847, 1914, 2023) and the vocabulary century, decade</p> <p>-Compare pictures or photographs of people or events in the past</p> <p>-Use a variety of sources, including: eye-witness accounts, photos, artefacts, buildings and visits, internet</p> <p>- Look at two different accounts of the same event and identify differences.</p> <p>-Begin to describe similarities and differences in artefacts with reasons</p> <p>-Use artefacts and other sources to find out about everyday lives of people in time studied</p>	
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Year 4				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p><u>Term 1</u></p> <p>What contribution did George Muller make to Bristol?</p>	<p>Settlement, Justice, Freedom, Religion</p>	<p>- George Muller was the director of several orphan homes in Bristol. He was well-respected in Bristol in the 19th Century.</p> <p>-The buildings in Ashley Down were built in the 19th Century and still stand today, although they are no longer used as orphan homes.</p> <p>-George Muller was a controversial figure. In his early life, he broke laws, but later on he dedicated his life and money to orphan children.</p>	<p>-Place events from period studied on a time line</p> <p>-Use evidence to reconstruct life in time studied</p> <p>-Ask own specific questions, including those of empathy, suggesting sources of</p>	<p>Victorians, orphan, orphanage, workhouse, significant, inspirational</p>

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		-Life at the orphanage was tough for children; however, it provided them with a home and an alternative to the workhouse.	evidence to use to help answer questions. -Identify and give reasons for different ways in which the past is represented	
<u>Terms 3-4</u> What impact did the Romans have on Britain?	Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion)	<ul style="list-style-type: none"> - In 79 CE, Mount Vesuvius erupted, covering the city of Pompeii and nearby towns in ash and lava. - 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. - They 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. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. -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. -The Romans' legacy can be seen in many places around Britain today. 	<ul style="list-style-type: none"> -Create a written timeline by sequencing events in chronological order using dates and the terms BC/AD (BCE/CE), 19th, 20th, 21st century, during -Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology -Develop a broad understanding of ancient civilisations - Understand the difference between primary and secondary sources of evidence. -Begin to evaluate the usefulness of different sources - Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills 	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.

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			<p>-Use dates and terms correctly, by writing dates, eg 1949, 2022, 10BC</p> <p>--Discuss the most appropriate way to present information, taking into the audience and purpose into account.</p> <p>-Use subject specific words such as monarch, settlement, invade</p> <p>-Begin to evaluate the usefulness of different sources</p>	
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<u>Year 5</u>				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p><u>Term 1</u> What contribution did Steve Stacey make to football?</p>	<p>Settlement, Justice, Freedom</p>	<ul style="list-style-type: none"> • Steve Stacey played for Bristol City 1961-66 • He was the first footballer of African American heritage to play professionally in the United Kingdom • He grew up in Bristol and attended Fairfield grammar school • His father, Clarence Lee Sims, was a black African-American GI based in Bristol during the latter part of 	<p>-Relate current studies to previous studies</p> <p>-Compare an aspect of life with the same aspect in another period</p> <p>-Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p>	<p>Football pitch player defender goalkeeper striker midfielder Bristol City racism African-American Mixed race Bristol international domestic Stadium ticket home away abroad war Soldier</p> <p>Cause</p>

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		<p>the Second World War who was based in the barracks at Muller’s orphanage (link to Y4 Muller topic) Mixed race marriage was forbidden by the American military so Clarence was not allowed to marry Steve’s mother</p> <ul style="list-style-type: none"> • Steve Stacey was the first Black player to play in the Football League for three of his clubs: Charlton Athletic, Ipswich Town and Exeter City 	-Choose the most appropriate way to present information to an audience	Change Comparison context
<p><u>Term 3</u> Has the plight of refugees changed over time?</p>	Migration, Settlement, justice, Freedom	<p>-Throughout history, people have migrated from one place to another, often being forced to due to conflict or other reasons.</p> <p>-In WW2, around 3.5 million children were evacuated from big cities to rural locations.</p> <p>-Nowadays, an example of the refugee crisis can be seen in the middle east, with over half of Syria's population being displaced with an estimated 16.7 million people requiring emergency aid in 2024</p>	<p>-Study different aspects of life of different people, eg differences between men and women</p> <p>-Examine causes and results of great events and the impact on people</p> <p>-Understand that there is often not always just one single answer to historical questions</p>	Migrate Immigrate, emigrate Refugee Asylum Cause Change Continuity Culture Economy War international
<p><u>Term 4</u> Who were the Ancient Greeks?</p>	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler	<p>- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>- The Spartans were known for their strong army and ability to fight whereas</p>	<p>Place current study on a time line in relation to other studies using the terms century, decade, era, period.</p> <p>-Make comparisons between different times in history</p>	<p>Ancient, city state, civilisation, democracy, empire, legacies, myth.</p> <p>BC/AD Century interpretation Colony</p>

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	(king), settlement, technology, trade, war (invasion, conflict).	<p>the Athenians were known for their cultural developments and learning.</p> <ul style="list-style-type: none"> - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. -The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. -There are lots of myths that originate from this time 	<p>Identifies changes within and across historical periods</p> <ul style="list-style-type: none"> -Compare accounts of events from different sources. (Fact or fiction?) -Choose reliable sources of evidence to answer questions. -Use specific dates and terms accurately. 	<p>Primary evidence</p> <p>Secondary evidence</p> <p>Settler</p> <p>slave</p>
<p><u>Term 6</u></p> <p>Who were the Mayans and what impact did they have?</p>	<p>Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.</p>	<ul style="list-style-type: none"> - The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. - The Maya built cities, pyramids and ornate sculptures in the rainforest. 	<p>Know and sequence key events within specific time studied</p> <ul style="list-style-type: none"> -Identifies changes and links within and across the time periods studied. -Study an ancient civilization in detail -Know that people (now and in past) can represent events or ideas in ways that persuade others. 	<p>Cacao beans, civilisation, codices, drought, jaguar, maize, scribes.</p> <p>Empire conquest</p>

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<u>Year 6</u>				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p><u>Term 1</u> What was the impact of Windrush on Bristol?</p>	<p>Colonisation, decolonisation, empire, enslavement, exploration, nation, power, trade.</p>	<ul style="list-style-type: none"> - I know what the 1948 Nationality Act was and why it happened - I know why people moved to the UK from the Caribbean - I know what people experienced when they arrived in the UK on The Windrush - I know some of the ways in which Bristol changed as a result of Windrush 	<ul style="list-style-type: none"> • Know key dates and place events on a timeline • Understand how some events caused or led to others • Look at evidence to find out about a situation and understand how different evidence leads to different conclusions • Find out about the behaviour of different people 	<p>British Empire, colonisation, colony, the Commonwealth, Empire, exploration, indigenous, trade</p> <p>AD behaviour belief change characteristics</p> <p>20th century compare context contrast emigrate</p> <p>emigrant economy effect explain evidence</p>

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<p><u>Term 3</u> What impact did WW1 have on Bristol?</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>	<p>WWI began in 1914, triggered by the assassination of Archduke Franz Ferdinand. Soldiers were recruited, including young teenagers from Great Britain. On battle grounds, trenches were dug out of the land to protect the soldiers and for them to live in.</p>	<ul style="list-style-type: none"> • know key dates and locations of significant historical events • order significant events on a time line and explain how one event led to another • Know the difference between primary and secondary sources • Use a variety of sources to find out information and know how different sources may lead to different conclusions • evaluate primary and secondary sources and identify where information is missing • compare beliefs and values with other times 	
<p><u>Term 4</u> What impact did WW2 have on Bristol?</p>		<p>- 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. There were many significant battles during the war, including the Battle of Britain and the Normandy Landings on D-Day</p> <p>- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</p> <p>- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <p>- Many men fought in the Second World War</p>	<ul style="list-style-type: none"> • Place significant events on a timeline • Use a range of sources to find out about an aspect of the past • Compare beliefs and values with another period of time studied • Recognise omissions in historical accounts • linking different sources and understand how they are used to arrive at a conclusion 	<p>Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.</p>

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		<p>and women often took on jobs to help the war effort. Some women joined the armed forces too.</p> <p>- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. Anne Frank and her family were in hiding.</p>		
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