

# History Progression of Substantive Knowledge

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study								
<b>Key Substantive Concepts</b>	Invasion & Empire Settlements & Social History Crime and Punishment Communication and Invention							
<b>Scope</b>	Understanding the World Past and Present (ELG)  Birth to 5 & Development matters People & Communities		Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality		Changes to Britain from the Stone Age to Iron Age The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots  A non-European society - Mayans	An overview of the earliest civilisations and a depth study of at least one early civilisation - Ancient Egypt  Viking and Anglo-Saxon struggle for control of England	Ancient Greece  A local history study - Industrial Revolution
<b>Chronology</b>	Living memory	Living memory	1837- Present - Toys  1451 - 1506 Christopher Columbus  1777 - Ironbridge	1666 - The Great Fire of London  1957 - Laika the dog  1961 - Yuri Gagarin  1963- Valentina Tereshkova  1969 - Moon Landing	15000 - 3000BC Stone Age  3000BC - 800BC Bronze Age  800BC - 43AD Iron Age  43AD - 410AD Romans	449AD - 1066AD Anglo Saxons  1100BC - 1502AD - Mayans	7500BC - 30AD Egyptians  5000BC - 2330BC - Ancient Sumer  3300BC - 1500BC - Indus Valley  1766BC - 1046BC - Shang Dynasty of Ancient China  793AD - 1066 Vikings	776BC - 146BC - Ancient Greece  1760AD - 1840AD - Industrial Revolution
	To begin to make sense of their own life-story and family's history.	To talk about the lives of the people around them and their roles in society.	To sequence pictures from different periods.  To describe memories and changes that have happened in their own lives.  To use common words and phrases relating to the passing of time e.g. now, then, past, old, new.	To order dates from earliest to latest on simple timelines.  To sequence events on a timeline using phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.	To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD.  To know the Stone Age is divided into three periods -Palaeolithic 30,000 BC - 10,000 BC -Mesolithic 10,000BC - 8,000BC -Neolithic 8000BC - 3000BC	To place and describe some historical periods and eras on a timeline.  To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.	To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.  To sequence local, national and international events as well as historical periods.  To use dates (BC and AD) and terms accurately in describing events.	To identify periods of rapid change in history and contrast them with times of relatively little change.  To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
<b>Vocabulary</b>	family, grandma, grandpa, cousin, mum, dad, brother, sister, past, now	Past, present, now a long time ago	Now, then, past, present, old, new, a long time ago, years ago	Now, then, yesterday, days, weeks, years, nowadays, past, old, new, dates	BC, AD, dates, period,	Period, era, chronology, changes, dates	Local, national, international, BC, AD, dates, continuity, evidence, sequence, events, periods, accurate	Social, religious, political, technological, cultural, change, contrast
<b>Invasion &amp; Empire</b>		To know the concepts <b>king, queen</b> and <b>kingdom</b> .	To know that Christopher Columbus was an explorer.  To know that Christopher Columbus discovered the Americas.	To know that London in 1666 was the capital of the British Empire.  To know that the USSR was a union of countries.  To know that the USSR no longer exists as a union of countries.	To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.  To know that Boudicca and Celtic warriors revolted against the Roman invaders.  To know that the Britain was once part of the Roman Empire.	To know that the first Mayan hunter gatherers settled along the Pacific Coast and then expanded into the central highlands.  To know that Mayans had kings as rulers.  To know that Anglo-Saxon invaders arrived in Britain in AD446.	To know the first settlers arrived in the Nile valley in 7500 BC to farm the land.  To know that the founder of the Shang Dynasty, Cheng Tang, overthrew the Xia dynasty to take power.  To know that the pharaoh Tutankhamun reigned Egypt.	To know that the British Empire was composed of territories, spanning 6 continents, ruled, or administered by the United Kingdom.  To know that the British Empire rivalled other European empires.  To know that Alexander the Great had created a vast empire that stretched from Macedonia to

					<p>To know that Claudius successfully invaded Britain in 43AD.</p> <p>To know that Julius Caesar led two expeditions to Britain in 55BC and 54BC.</p> <p>To know that Hadrian's wall was built to defend invaded England from tribes.</p>	<p>To know that King Harold was defeated by William the Conqueror which brought the end to Anglo-Saxon Britain.</p>	<p>To know that pharaoh Cleopatra was the last to reign over Egypt. She was defeated by the Roman leader Octavian.</p> <p>To know that the Vikings raided Lindisfarne.</p> <p>To know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain.</p> <p>To know that the Vikings captured 'Jorvik' (York) and was the Viking capital in England.</p>	<p>Egypt and from Greece to part of India.</p>
<b>Vocabulary</b>		King, queen, princess, prince	Explorer, discovered	Empire, union, country, capital city, king	Invasion, revolt, empire, defend, tribes	Kings, rulers, invaders, conquer	Captured, pharaoh, reign, raided, control, rulers, class	Territories, continents, ruled, administered, empire, rivalled
<b>Settlements &amp; Social History</b>		<p>To know that kings and queens' rule over people.</p> <p>To know common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p>	<p>To know that opening of the first iron bridge was a significant event in our local area.</p> <p>To know that Christopher Columbus discovered the Americas and European settlers arrived to make a new life.</p>	<p>To know about the life of Samuel Pepys.</p> <p>To know what London was like in 1666 e.g. jobs, buildings.</p> <p>To know about the life of Laika the dog, Yuri Gagarin, Valentina Tereshkova and Neil Armstrong.</p> <p>To know that there was a space race between the USA and USSR.</p>	<p>To know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium), Manchester (Mamucium), Chester and York (Eboracum), as well as Viriconium (Wroxeter).</p> <p>To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm</p> <p>To know that the first man was known as a hunter gatherer</p> <p>To know that Stonehenge is thought of as the world's most famous prehistoric monument</p> <p>To know that the Stone Age people were nomads but then became settlers.</p>	<p>To know that farming and trade links were established throughout the Maya Region.</p> <p>To know that the name England comes from the Saxon word Angle-Land.</p> <p>To know some types of housing, diet, religious beliefs e.g. Anglo-Saxon gods and conversion to Christianity.</p> <p>To know some Mayan gods and sacrifices, food and diet.</p> <p>To know some Mayan temples.</p>	<p>To know that ancient civilisations settled near rivers.</p> <p>To know the religion and gods of Ancient Egypt.</p> <p>To know the housing and class system of Ancient Egypt.</p> <p>To know the rulers of Viking times.</p> <p>To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries.</p> <p>To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or 'village').</p>	<p>To know differences in: Jobs and Child Employment, Rich and Poor, Schooling. Migration of population from rural to towns and cities (Industrial Revolution).</p> <p>To know how Greek towns were arranged.</p> <p>To know Greek religion, jobs: experiences of men, women, and children, housing and diet.</p>
<b>Vocabulary</b>	family, grandma, grandpa, cousin, mum, dad, brother, sister, past, now	King, queen, bravery, kindness, choices	Discovered, settlers, arrived, new life, first, opening	Life, job, building, space race, USA, USSR	Settlement, city, complex, hunter gatherer, prehistoric, nomads, settlers, monument, tools, equipment	Trade links, farming, region, diet, religion, gods, conversion, Christianity, sacrifices, temples	Religion, gods, ancient, rulers, monk, monastery, longship, village, homestead	Employment, rich, poor, migration, population, rural, town, religion, experiences, housing, diet
<b>Crime &amp; Punishment</b>		<p>To know that people could be punished if they disobeyed a king or queen.</p>	<p>To know that Christopher Columbus took slaves to work for him.</p> <p>To know that the treatment of slaves was wrong but accepted at the time.</p>	<p>To know that Robert Hubert was accused of starting the fire at Thomas Farriner's bakery in London and was executed.</p> <p>To know that people complained about the treatment of animals during the space race.</p>	<p>To know that there were no laws in the Stone Age and Iron Age.</p> <p>To know that the Romans used courts and juries.</p> <p>To know that slaves had no rights.</p> <p>To know that criminals took part in Gladiator fighting during the Roman times.</p>	<p>To know that Anglo-Saxon villages had tithings who were responsible for each other's behaviour.</p> <p>To know that Anglo-Saxon criminals were tried in court.</p> <p>To know that most Anglo-Saxon punishments were carried out in public.</p>	<p>To know that grave robbers stole treasure from the tombs of pharaohs.</p> <p>To know the Vikings stole treasures from Monasteries such as Lindisfarne.</p>	<p>To know that Sir Robert Peel established the first police force.</p> <p>To know about punishments in school.</p> <p>To know the Government and the Rule of Law.</p> <p>To know about democracy leading to punishment such as: bankruptcy, exile, death by poisoning.</p>

<b>Vocabulary</b>			Slave, treatment, accepted, wrong	Accused, executed, animal cruelty, complained	Laws, courts, juries, slaves, rights, criminals, Gladiators, fighting	Tithings, responsible, behaviour, criminals, tried, court, punishments, public	Robbers, treasure, tombs, stole	Established, punishments, rule of law, democracy, exile, bankruptcy
<b>Communication &amp; Invention</b>		To know that kings and queens communicated using messengers.	To know that Abraham Darby III was an ironmaster who built the world's first iron bridge at Ironbridge.  To know that toys have changed over the years.  To know that Christopher Columbus discovered foods such as tomatoes and potatoes and brought them to Europe.  To know that Ole Kirk Kristiansen invented Lego.	To know that the firemen used water buckets filled with river water to put out fires in London.  To know that dynamite and fire hooks were used to destroy buildings to stop the spread of fire in London.  To know that, after the fire, Christopher Wren redesigned the destroyed St Paul's Cathedral.  To know that Samuel Pepys' diary recorded the events of the great fire.  To know that television and radio brought the events of the Moon Landing to a global audience.  To know about the invention of the ISS.	To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gatherers).  To know that the Lascaux cave in France is thought to contain some of the oldest cave paintings in the world.  To know that the Stone/Bronze age brought advancements with weapons, tools, clothing and jewellery e.g. that animal hides were used to make tents, bronze axes were developed which led to advances in woodwork and pottery started to be made.  To know about the invention of arenas such as the Colosseum for gladiatorial fights.  To know about armour and protection for the Roman Army.  To know that Romans invented roads and under floor heating.  To know that the Romans built roads in Britain.	To know that the Mayans invented the Mayan writing script.  To know that Mayans built pyramids.  To know that Mayans carved calendars out of stone.  To know that the Anglo-Saxon chronicles tell us about life in Anglo-Saxon Britain.  To know that the ancient Mayans made cacao into a spicy drink mixed with chilli.	To know that the Indus Valley civilisation was the first to grow and weave cotton; the Shang Dynasty made beautiful objects out of bronze and the Ancient Sumer civilisation were the first people to develop writing.  To know how the Egyptians used the River Nile to help them farm the land.  To know that Pharaohs were mummified with their things to take with them into the afterlife.  To know that ploughs were attached to oxen to help farmers produce and transport food (Ancient Egypt).  To know that the ancient Egyptians invented Papyrus.  To know that the Sphynx is the oldest known monumental sculpture.  To know that the Vikings invented and used long, swift ships called longships.  To know that the Vikings invented longhouses.	To know that the steam engine was invented during the Industrial Revolution.  To know that the Olympic games were invented by the Ancient Greeks.  To know that democracy was invented by the Ancient Greeks.  To know that Hippocrates invented medicines and ideas on the human body that are still used today.
<b>Vocabulary</b>		King, queen, messenger, message	Ironmaster, built, iron, bridge, toys, changed, discovered, invented	Water buckets, fire service, dynamite, fire hooks, spread, redesign, recorded, diary, television, radio, audience, invention, International Space Station	Homo Habilis, tools, hunter gatherer, cave paintings, advancement, hides, woodwork, pottery, weapons, axes, tents, gladiator, invention, armour, road, heating	Chronicle, invented, script, pyramid, calendar	Farm, plough, oxen, produce, transport, invented, papyrus, sculpture, monument, longship, longhouse	Steam engine, industry, revolution, Olympics, ancient, invented, democracy, medicine, body
<b>Texts</b>	Dogger by Shirley Hughes (Settlements and Social History)  Once there were giants by Martin Wodell (Settlements and Social History)  Family is by Clever Family Stories (Settlements and Social History)	Don't say no to Flo by Stewart Ross (Settlements and Social History)  The little Queen (Victoria) by Stewart Ross (Invasion and Empire)  The Queens knickers by Nicholas Allan	Toys and Games by Sally Hewitt  Toys and Homes by Sally Hewitt  Terrific Toys in the Past by William Anthony  Lost in the Toy Museum by David Lucas	The Great Fire of London by Stewart Ross  The Great Fire of London by The Watts Publishing Group  The Great Fire of London by Raintree Publishing  The Great Fire of London by Jenny Powell	Stone Age Boy by Satoshi Kitamura  I was There...Step Back into Roman Britain. Boudica's Army by Hilary Eldridge  Roman Invasion by Jim Eldridge  Changes in Britain from the Stone Age to the Iron Age  Who were the First People?	Kings and Warriors by Moira Butterfield  Religion and Saints by Moira Butterfield  Kings, Chiefs and Warriors by Martyn Whitlock  Explore! Anglo-Saxons by Jane Bingham	Viking Life by Nicola Barber  Vikings by Susan Margesh  The Facts about the Vikings by Dereen Taylor  Viking Invaders and Settlers by Peter D. Riley  Children in History- Vikings by Kate Jackson-Bedford	Using Industrial Sites by David Alderton  The Industrial Revolution by Henry Dale and Rodney Dale  The Age of Industry by Andrew Langley  Britain in the Industrial Revolution by Fiona Macdonald

		<p>(Invasion and Empire)</p> <p>The Paper Bag Princess by Robert Munsch &amp; Michael Martchenko (Invasion and Empire)</p> <p>George and the Dragon by Christopher Wormell (Invasion and Empire)</p> <p>Rumpelstiltskin By Parragon (Invasion and Empire)</p> <p>The highway rat by Julie Donaldson (Crime and Punishment)</p> <p>The prince of pants by Alan MacDonald (Invasion and Empire)</p> <p>The cook and the king by Julie Donaldson and David Roberts (Invasion and Empire)</p> <p>Major Glad, Major Dizzy by Jan Oke (Settlements and Social History)</p> <p>What Did the Tree See? By Charlotte Guillain (Settlements and Social History)</p> <p>Fantastically great women who changed the world by Kate Pankhurst (Settlements and Social History)</p> <p>Trailblazing men - Stephen Hawking, Bruce Lee, David Bowie, Muhammad Ali, Mahatma Gandhi by Maria Vegara (Settlements and Social History)</p>	<p>The History of Toys by Helen Cox Cannons</p> <p>Toys in Space by Mini Grey</p> <p>Toys and Games- Now and Then by Robin Nelson</p>	<p>The Great Fire of London by Liz Gogerly</p> <p>The Great Fire of London by Hawys Morgan and Ludovic Salle</p> <p>The Great Fire of London by Emma Adams and James Weston Lewis</p> <p>Who was Samuel Pepys? By Paul Harrison</p> <p>The Life of Samuel Pepys by Heinemann Library</p> <p>The Story of London by Richard Brassey</p> <p>London by Catriona Clarke</p> <p>A Walk in London by Salvatore Rubbino</p>	<p>Savage Stone Age by Terry Deary</p> <p>Ruthless Romans by Terry Deary</p> <p>DK Find Out! Stone Age by Klint Janulius</p> <p>Stone, Bronze and Iron Ages by Sonya Newland</p>	<p>You wouldn't Want to be an Anglo-Saxon Peasant! By Jacqueline Morley</p> <p>Life in Anglo-Saxon Britain by Anita Ganeri</p> <p>Men, Women and Children in Anglo-Saxon Times by Jane Bingham</p> <p>Saxon Villages by Robin Place</p> <p>The Anglo-Saxons by Roger Coote</p> <p>Anglo-Saxons by Anita Ganeri</p> <p>The Saxons by Karen Bryant-Mole</p> <p>Anglo-Saxons in Britain by Moira Buitterfield</p> <p>Anglo-Saxon &amp; Viking Times by Andrew Langley</p> <p>Exploring Anglo-Saxon Times</p> <p>Anglo-Saxon and Viking Britain by Alex Woolf</p> <p>Anglo-Saxon and Viking Britain by Fiona Macdonald</p> <p>The Anglo-Saxons by Neil Tonge</p> <p>The Anglo-Saxons by Susan Harrison</p>	<p>All About Vikins Beliefs by Tristan Boyer Binns</p> <p>The Vikings by John Guy and Dr Richard Hall</p> <p>The Gruesome Truth about the Vikings by Julian Powell and Matt Buckingham</p> <p>The Vikings by Sally Hewitt</p> <p>The Vikings in Britain by Robert Hull</p> <p>Viking by Susan M. Margeson</p> <p>The Vikings in Britain by Moira Butterfield</p> <p>Life in Viking Times by Sarah Ridley</p>	<p>History Makers of the Industrial Revolution by Nigel Smith</p> <p>The Industrial Revolution by Nathaniel Harris</p> <p>The Industrial Revolution by Peter Hicks</p> <p>All About the Industrial Revolution by Peter Heppelwhite &amp; Mairi Campbell</p> <p>Britain in the Industrial Revolution by Fiona Macdonald</p>
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		<p>Chef By Amanda Askew (Settlements and Social History)</p> <p>Teacher By Amanda Askew (Settlements and Social History)</p> <p>Vet By Amanda Askew (Settlements and Social History)</p> <p>Doctor By Amanda Askew (Settlements and Social History)</p> <p>Police Officer By Amanda Askew (Settlements and Social History)</p> <p>Firefighter By Amanda Askew (Settlements and Social History)</p> <p>Houses and homes by Sally Hewitt (Settlements and Social History)</p> <p>Seaside holiday by Sally Hewitt (Settlements and Social History)</p> <p>Toys and Games past and present by Kerry Dinmont (Settlements and Social History)</p> <p>Schools past and present by Kerry Dinmont (Settlements and Social History)</p> <p>Farming past and present by Carl Sommer (Settlements and Social History)</p> <p>Homes past and present by Kerry Dinmont (Settlements and Social History)</p> <p>Transportation past and present by Kerry</p>					
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