



# HISTORY PROGRESSION – KEY KNOWLEDGE AND QUESTIONS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>						
<b>Coverage</b>	<p><i>Pupils should be taught about:</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>events beyond living memory that are significant nationally or globally</i></p>	<p><i>Pupils should be taught about:</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Significant historical events, people and places in their own locality</i></p>	<p><i>Pupils should be taught about:</i></p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i></p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p>	<p><i>Pupils should be taught about:</i></p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> <p><i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>	<p><i>Pupils should be taught about:</i></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><i>A local history study.</i></p>	<p><i>Pupils should be taught about:</i></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Year 1	<p style="text-align: center;"><u>Who are our heroes?</u></p> <p><i>What makes a hero?</i></p> <p><i>Who were our lockdown heroes/everyday heroes?</i></p> <p><i>Who is Florence Nightingale and why is she a hero?</i></p> <p><i>What was life like for Florence Nightingale?</i></p> <p><i>What changes did she make to hospitals?</i></p> <p><i>Who is Mary Seacole and why is she a hero?</i></p> <p><i>What are the similarities between Florence Nightingale and Mary Seacole?</i></p> <p><i>How do modern hospitals today compare to hospitals in history?</i></p>		<p style="text-align: center;"><u>How has life changed since our Queen was born?</u></p> <p><i>What was life like when our Queen was a child?</i></p> <p><i>How was her childhood different to yours?</i></p> <p><i>What was life like when Elizabeth became Queen?</i></p> <p><i>What are the most important changes that have happened in her lifetime?</i></p> <p><i>How different were the lives of the two Queen Elizabeths?</i></p>		<p style="text-align: center;"><u>Why was the Great Fire of London so great?</u></p> <p><i>What was the Great Fire of London?</i></p> <p><i>What can we learn about the fire from a diary?</i></p> <p><i>Why did the fire spread so quickly?</i></p> <p><i>Did the Great Fire make London better?</i></p>	



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	<i>First Order: Citizenship, gender</i>	<i>First Order: Monarchy</i>	<i>First Order: Parliament</i>
	<i>Second Order: Historical Significance, change and continuity, cause and consequence</i>	<i>Second Order: Similarity and difference, Change and continuity</i>	<i>Second Order: Significance, Change</i>
	<p>Know Mary Seacole's Life story.            Recall key events in Florence Nightingale's life.            Know how their lives compared and differed.            Understand the importance of their work then and in today's world.            Know the impact their work had on changes in nursing.</p>	<p>Know what life was like when our Queen was a child.            Understand how her childhood was different to ours.            Understand what life was like when Elizabeth became Queen.            Know the most important changes that have happened in her lifetime.            Understand how different, the lives of the two Queen Elizabeths were.</p>	<p>Know what the Great Fire of London was.            Understand what we can learn about the fire from the diary.            Understand why the fire spread so quickly.            Understand if the Great Fire made London better.</p>
Year 2	<p><i>Who were the bravest, Pirates or Explorers?</i>  <i>Who were the early explorers?</i>  <i>Why was Christopher Columbus important?</i>  <i>When did they explore?</i>  <i>What does a pirate do?</i>  <i>Who were some famous pirates?</i>  <i>Who was the bravest pirate?</i>  <i>What is the difference between an explorer and a pirate?</i></p>	<p><i>Which form of transport changed our world the most?</i>  <i>How has transport developed over time?</i>  <i>What impact has transport had?</i>  <i>Why is Coventry important in transport invention?</i>  <i>How have cars and bikes changed over time?</i>  <i>Why was the Space Race significant in history?</i>  <i>Who is Neil Armstrong?</i></p>	
	<i>Second Order: Historical Significance</i>	<i>Second Order: Historical Significance, Change, Continuity</i>	
	<p>Understand and explain what a pirate was.            Know famous and real pirates; including <b>Anne Bonny, Edward Teach and Bartholomew Roberts</b>            Describe the life and role of a pirate            Know the actions of one significant pirate.            Know that there are differences between Pirates and Sea Explorers            Know who early explorers were; including <b>Christopher Columbus and Captain James Cook</b>            Recall and place early explorers on a timeline            Know and explain why some of these explorers were</p>	<p>Understand that transport has changed and impacted nationally and internationally.            Know the significance of transport within a historical timeline; ships and boats, trains, cars and bicycles, planes and rockets.            Know and describe:            Ships/Boats – Know and recognise how ships have altered the world's history from Romans, Vikings, Pirates, to modern day.            Trains – know how trains have changed over time, and how they have impacted.            Know how Coventry has a significant role in transport invention            Cars/Bicycles – describe how cars have impacted life, and how they have changed over time.            Flight – understand and describe the importance of <b>Frank Whittle's</b> invention</p>	



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	<p>significant in history          Know the importance of Christopher Columbus' actions          Understand and explain how Christopher Columbus' actions contributed and impacted the world          Compare Pirates and Explorers, and draw conclusions as to who were the bravest.</p>	<p>Describe and recognise the use of planes within history          Understand how this significant local individual have impacted the world.</p> <p>Know about the Space Race          Understand how the Space Race was a significant time in history          Know, recall and explain the Moon's landing.          Know the life of <b>Neil Armstrong</b></p>	
<p>Year 3</p>	<p><i><u>The Stone Age, Bronze Age or Iron Age.</u></i>  <i><u>When Would you prefer to have lived?</u></i></p> <p>What is prehistory?          What are the main ages of pre-historic Britain?          How would a stone age family tell us about how they lived?          What was new about the 'New Stone age'?          Who was Cheddar Man and why was he important?          Which era of the Stone age would you have preferred to live in? Why?          Why and when did the Bronze age begin?          Is bronze better than stone?          What was the Iron Age and what was it like?          Which was the best: the Stone, Bronze or Iron Age?          Did Julius Caesar come to Britain because it was rich?          How did the prehistoric era end?</p>		<p><i><u>Why was Ancient Egypt such a successful civilisation?</u></i></p> <p>How do we know so much about Ancient Egypt?          What was it like to live in Ancient Egypt?          Where and when was Ancient Egypt?          Why was the role of the Pharaohs important to Egypt's success?          What were the Egyptians beliefs and practises?          Why was the River Nile so important to Egypt's growth and prosperity?          How did the organisation of Egyptian society help it prosper?          How was the Ancient Egyptian empire lost to the Romans?</p>
	<p>First Order Concepts: Civilisation, Settlement, Ancient</p>		<p>First Order Concepts: Monarch, Religion</p>
	<p>Second Order Concepts: Change and Continuity, Source Comprehension</p>		<p>Second Order Concepts: Sources and Evidence, Cause and Consequence, Historical Significance, Similarity and Difference</p>
	<p>Know the key eras from Stone age to Iron age          Know how an old stone age family lived.          Know the extent of change from hunter-gathering to farming.          Understand the differences between the Stone Age and Bronze Age.          Understand when The Cheddar Man was discovered and what archaeologists discovered from him.          Explain what period of time the Iron Age was          Explain some reasons why Julius Caesar come to Britain.          Explain what caused the end of the pre-historic era</p>		<p>Understand how we know about Ancient Egypt.          Know about everyday life in Ancient Egypt.          Explain the role of Pharaohs          Understand how Egyptian cities grew over time.          Describe the hierarchy structure of Ancient Egypt          Describe some of the beliefs and practises of the Ancient Egyptians.          Explain the importance of the River Nile</p>



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	Compare and contrast the Stone, Bronze and Iron Age and be able to list some similarities and differences.	Know the main reasons why the Egyptian Empire lost to the Romans.
Year 4	<p><i>Can we thank the Greeks for anything in our lives?</i></p> <p>Who were the Ancient Greeks?          Would you prefer to live in Athens or Sparta?          What can artefacts, archaeology, myths and legends teach us about what life was like for Ancient Greeks?          What similarities can we find between our school and the schools in Ancient Greece?          How was Ancient Greece governed?          What is the legacy of the Olympic games?          What should a museum include in a display on the achievements of the Ancient Greeks?</p> <p>First Order: Developing from Ancient Egypt Civilisation, government, democracy, culture</p> <p>Second Order: Change and continuity, Similarity and difference, historical significance, source comprehension</p> <p>Know when the Greek civilisations emerged and the names of the key Ancient Greek periods.          Know what life was like for people living in Athens. Know what life was like for people living in Sparta. Understand some differences and similarities between life in Sparta and life in Athens.          Describe everyday life in Ancient Greece.          Know some popular archaeological sites in Ancient Greece.          Know that the Greeks worshipped a number of Gods and understand the importance they attached to these Gods. Understand the reasons why Greeks told stories about heroes and mythical creatures.          Understand the differences in education between Athens and Sparta. Compare school life today to life in Ancient times.          Know the different ways Ancient Greece was governed.          Know the origins of the Olympic games          Describe some of the events held at the Greek Olympics.          Be able to describe at least three things that show the legacy of the Ancient Greeks in our lives today.</p>	<p><i>Why was the Roman Empire so great?</i></p> <p>What was the Roman Empire?          Why did the Roman Empire keep on growing?          What would a city of the Roman Empire have looked like?          What happened to the Roman Empire?          What have the Romans given us?          Who were better – Romans or Greeks?</p> <p>First Order: Developing from Ancient Egypt and Greeks and the Empire, Religion, Government, Citizenship</p> <p>Second Order: Cause and Consequence, Historical significance, Source Inference</p> <p>Understand what was the Roman Empire was          Name countries in the Roman Empire          Know the reasons for the growth of the Roman Empire          Know what a city of the Roman Empire would have looked like          Know about Roman civilisation          Be able to give reasons for the collapse of the Roman Empire          Be able to describe the legacy of the Roman empire in our lives today          Be able to compare Ancient Civilisations</p>

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Year 5

Was Medieval Baghdad more advanced than Medieval London?

Why did Islam spread?  
 What was so special about Baghdad?  
 Was London a nice place to live in the year 900AD?  
 Were people treated better in the Islamic or European world?  
 What can we learn from Ibn Battuta about the impact of the crusades on the East?  
 How did Muslim minds change the world?

First Order: Government, religion, society, citizenship, links to Roman Empire and London 900AD

Second Order: cause and consequence, change and continuity, source inference, historical interpretation

Why was there so much rivalry between the Anglo-Saxons and the Vikings?

Who were the Anglo Saxons and who were the Vikings?  
 Why did they come to Britain?  
 What life like as a Viking and what was life like as an Anglo Saxon? How did they compare?  
 How much fear did the Viking raids cause?  
 Who were the most successful leaders from each side?  
 Who was Alfred the Great and why was he so great?  
 Why the Battle of Edington so important?  
 How were the Anglo Saxons finally able to triumph over the Vikings?

First Order: Conflict, Religion

Second Order: Cause and consequence, Similarity and difference, Source evaluation and inference.

How is the history of Britain reflected in our local area?

Medieval: Why did Lady Godiva ride naked through the streets of our city?  
 What was life in Medieval England like?  
Early Modern: Who was fighting in the English Civil War of 1642?  
 What is the meaning of being 'Sent to Coventry'?  
Industrial: How did Britain become the 'workshop of the world'?  
 What was life like in an industrial city?  
 How did bicycles save Coventry in the 19<sup>th</sup> century?  
 How did Coventry become the birthplace of the motorcar?  
Blitz, Boom and Bust: Coventry in the 20<sup>th</sup> Century: Why did the Germans try to destroy Coventry?  
 Why did Coventry become known as 'Britain's Detroit'?  
 Why did the Specials sing about a 'Ghost Town'?

First Order: Democracy, government, empire, religion, conflict, propaganda

Second Order: Source Comprehension, Change and continuity, Cause and consequence, historical significance, Historical interpretations.



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Know and explain why Islam spread so far and so fast.  
 Know the message Muhammad gave to the people.  
 Know the location of Baghdad and some of the troubles in its recent history.  
 Know why London became a capital city.  
 Understand the diversity of the city in the 1900s.  
 Know what the Muslims wanted for their Empire.  
 Know the reasons why men went on crusades.  
 Explain how the Islamic world changed after crusades.  
 Know five ways in which Muslim minds changed the world.

Understand who the Anglo Saxons and Vikings were.  
 Know some reasons for why they arrived in England.  
 Describe everyday life of an Anglo Saxon.  
 Describe everyday life of a Viking.  
 Know the differences between life as an Anglo Saxon and life as a Viking.  
 Explain why Vikings raids caused so much fear.  
 Identify the successful leaders from each side.  
 Know about the Battle of Edington.  
 Describe the life of Alfred the Great.  
 Explain why the Anglo Saxons were able to overcome the Vikings.

**Medieval:**  
 Understand why Lady Godiva rode naked through the streets of Coventry  
 To know what life was like in Medieval England  
**Early Modern:**  
 Know who fought in the English Civil War of 1642  
 Understand the meaning of being 'Sent to Coventry?'  
**Industrial:**  
 Know why Britain became the 'workshop of the world'  
 Know what life was like in an industrial city  
 Understand the importance of bicycle making in 19<sup>th</sup> century Coventry  
 Understand why Coventry become the birthplace of the motorcar  
**Blitz, Boom and Bust: Coventry in the 20<sup>th</sup> Century**  
 Explain some of the reasons why the Germans bombed Coventry  
 Understand what 'Blitz Spirit' means and in particular, in Coventry  
 Understand why Coventry became known as 'Britain's Detroit'  
 Understand why The Specials sang about a 'Ghost Town'

Year 6

*Which Elizabeth should win the award for 'Best English Monarch'?*

How did Elizabeth end up as Queen of England?  
 What makes a monarch 'good'?  
 How different was life for women in the 1550s and the 1950s?  
 What challenges did Elizabeth I face?  
 Was it easier to be Queen in the 20<sup>th</sup> century?  
 Who was the best 'Beth'?

First Order: Monarchy, government, gender, religion

Second Order: Historical significance, change and continuity, source comprehension

*Why was the Battle of Britain so much more than a Battle for Britain?*

Why was there a world war in 1939?  
 Why did Britain need to win the Battle of Britain?  
 Was there a Blitz Spirit in Coventry?  
 Why did the British need to storm the beaches of Normandy in 1944?  
 How did life change for European Jews during the Second World War?  
 What was the legacy left by Anne Frank's Diary?

First Order: Conflict and Cooperation, government, democracy, propaganda, citizenship, law and justice, technology.

Second Order: Cause and consequence, historical significance, Source comprehension and analysis.



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Know the reasons why each Elizabeth ended up as Queen of England.

Understand the role of a 'good' monarch.

Compare and contrast the lives of women in the 1550s and 1950s.

Know the challenges that Elizabeth I faced.

Understand the role of the monarch in the 20<sup>th</sup> century.

Compare and contrast Elizabeth I and Elizabeth II

Know the events which led to the outbreak of war in 1939.

Explain why it was important for that Britain won the Battle of Britain and explain why it was a turning point in history.

Explain why places like Coventry were targeted during The Blitz.

Understand the ways in which Coventry showed resilience during the Blitz.

Know why D-Day had to happen.

Know some of the events which led up to D-Day.

Understand what life was like for Jews during WW2.

Explain how Jews were treated during WW2. (links to Rose Blanche text)

Know about the life of Anne Frank.