



Knowledge and Understanding Progression : Year 1 to 6 (split into classes)

History Curriculum 2022/23

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1/2	Spr	Intrepid Explorers	- I can use simple texts to find out about people who lived a long time ago. - I can pose simple questions to find out about the past. - I can compare the lives and achievements of two famous historical figures.	- I know that life was very different in the past to how it is today. - I know that people knew less about the world in the past than we know today. - I know that some people's achievements and discoveries can change the world.	I can distinguish between different periods in time using simple markers, such as inventions.	- Explorer - Exploration - New World
2/3	Spr	Invaders and Settlers: Romans	- I can consider different points of view about a historical events. - I can study different accounts of a historical figure and suggest why they are different. - I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.	- I can explain why and how the Romans invaded Britain. - I know that Celts were living in Britain at the time of the Roman invasion. - I can describe what life was like in Celtic Britain. - I can describe the events surrounding Boudicca's revolt. - I can describe some of the technological advances that the Romans brought to Britain. - I can suggest how Britain might be different today if the Romans had never invaded.	- I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. - I can place the Romans on a timeline. - I know when the Romans invaded Britain by working out how many of my	- Invade - Settle - Roman Empire - Emperor - Revolt

					lifetimes it has been since 43 AD.	
3/4	Aut	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	• I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past.	• I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory.	• I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years.	• Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic
5/6	Aut	Crime and Punishment	• I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.	• I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. • I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. • I can describe how aspects of crime and punishment changed and evolved	• I can summarise what I know about different British time periods. • I can explain how the theme of crime and punishment evolved in Britain	• Transportation • Pillory • Poacher • Highwayman • Tudor • Early modern period

				in Britain since the Roman period.	chronologically.	
--	--	--	--	------------------------------------	------------------	--