

Woodvale Primary Academy – History Knowledge Progression and Sequencing EYFS-Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power – Monarchy, Government and empire		N/A	<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>		<p>To understand how the monarchy exercised absolute power and how this changed in regards to the church.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To know that there are different reasons for the decline of different empires.</p>	



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			What is a monarch?	Would you prefer to live in Bronze age, stone age, Iron age?	Were the Vikings raiders, settlers or traders?	What was life like in Tudor England?	What was the impact of WW2 on ordinary Britons?
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Achievements and follies of mankind		<p>To know some inventions that still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals.</p>	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>		<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities and on daily lives.</p> <p>To be aware of the achievements of the Ancient Greeks.</p>	


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		<p>How have toys changed?</p> <p>How have explorers changed the world?</p>	<p>How did we learn to fly?</p>	<p>How did the Roman invasion of Britain effect Northamptonshire?</p> <p>How hard is it to settle in ancient Britain?</p>	<p>What did the ancient Egyptians believe?</p>	<p>What did the Greeks do for us?</p> <p>How does Maya society compare to the Anglo-Saxons?</p>	<p>What was the impact of WW2 on ordinary Britons?</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion, settlement and migration				<p>To know that there were different reasons for invading Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>		<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>	



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				How did the Roman invasion effect Northampton? How hard is it to settle in Britain?	Were the Vikings, raiders, settlers or traders?		What does the census tell us about our local area? What was the impact of WW2 on ordinary Britons?
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civilisation (social and cultural)			To know that education existed in some cultures, times and groups.	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.		To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.	
			How has school life changed?	How did the Roman invasion effect Northampton?	Were the Vikers, raiders, settlers, or traders?	What did the Greeks do for us?	What was the impact of WW2 on the ordinary Britons?


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				How have children's lives changed?			Who should feature of the new banknote?
Beliefs				<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To compare the beliefs in different cultures, times and groups</p>		<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	
				What did the Ancient Egyptians believe?		<p>What was life like in Tudor times?</p> <p>What did the Greeks do for us?</p>	