



# Stottesdon C of E History Curriculum Knowledge Progression

## EYFS Autumn 1 Amazing Me Cycle 1

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that they are part of a family

Name the members of their immediate and extended family (could include: mum, dad, step-parent, sister, brother, aunty, uncle, grandparents)

Know about when we were babies

Talk about a simple past event, (example birthday celebration).

## EYFS Autumn 2 Weather and Celebrations

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; power; settlement; Trade

### Core knowledge that children must learn

Notice changes and similarities in the seasons.

Know that some games and toys have stayed the same and others have changed.

## EYFS Spring 1 People Who Help Us Now and In the Past (firefighter focus)

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that people have different jobs/ occupations

Know about members of the local community and how they help us for example firefighters, nurses, doctors, police

Notice differences in artefacts, pictures and stories of firefighters now and then

## EYFS Spring 2 Farming Now and In the Past

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Talk about the role of a farmer and what a farm is now.

Noticing differences, changes and similarities artefacts, pictures and stories of farms now and then.

## EYFS Summer 1 Minibeasts

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that during the life cycle of a plant or living thing, change takes place.

Know that I have grown and will continue to grow.

Notice changes in the seasons.

## EYFS Summer 2 Houses and Homes (castle focus)

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that there are different kinds of houses.

Know that houses have different rooms used for different purposes.

Know that a castle is a very old house.

Talk about who lived in a castle (examples include: monarchs and knights)

Know we have a King.

Know fairytales with kings and queens, or princes and princesses in.

## EYFS Autumn 1 Once Upon a Time Cycle 2

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that a castle is a very old house.

Talk about who lived in a castle (examples include: monarchs and knights)

Know we have a King

Know fairytales with kings and queens, or princes and princesses in.

Know nursery rhymes relating to the past e.g. Why did Jack and Jill go up the hill to get water?

## EYFS Autumn 2 Transport

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Understand that some celebrations have symbols e.g. poppies for remembrance; light for Diwali, Nativity for Christmas

Begin to understand the reasons for different celebrations, (examples are Christmas and Diwali, Bonfire night and Guy Fawkes)

Name different types of transports

Noticing differences, changes and similarities in artefacts, pictures and stories of transport now and then.

## EYFS Spring 1 Being Healthy

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Name the members of their immediate and extended family (could include: mum, dad, step-parent, sister, brother, aunty, uncle, grandparents)

Know about when we were babies

Talk about a simple past event, (example visiting a shop).

Know that people have taken part in sport for a long time.

## EYFS Spring 2 Wild Animals

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know dinosaurs lived a long, long time ago.

Know dinosaurs no longer live but their fossils are here now.

## EYFS Summer 1 Plants

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that during the life cycle of a plant or living thing, change takes place.

Know that I have grown and will continue to grow.

Notice differences, changes and similarities in the seasons.

## EYFS Summer 2 Journeys and Holidays

### Recurring Concepts

Agriculture; church; city; conflict; democracy; invasion; kingdom; migration; monarchy; settlement; Trade

### Core knowledge that children must learn

Know that people go on holiday to the seaside.

Noticing differences, changes and similarities in artefacts, pictures and stories of seaside now and then.

<p><b>KS1 Autumn Cycle 1 Bonfire Night and the Great Fire of London</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Guy Fawkes was part of a plot to kill the king by blowing up the Houses of Parliament in London.</li> <li>2. On 5 November, bonfires are lit and fireworks are let off. People meet and eat traditional food like parkin and toffee apples.</li> <li>3. The great fire of London started in a bakery.</li> <li>4. The fire spread quickly so King told them to pull the buildings down.</li> <li>5. Samuel Pepys was an eyewitness whose diaries tell us about the fire.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians can learn about the great fire of London from Samuel Pepys diary.</p>	<p><b>KS1 Spring Cycle 1 Holidays</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. A long time ago there wasn't much holiday time.</li> <li>2. People travelled to the seaside by train or coach. A few people used a car (charabancs).</li> <li>3. Most people went on holiday in the United Kingdom. Some went to holiday resorts such as Butlins or Pontins.</li> <li>4. Children can say some ways holidays are the same/different in the past to now for example clothing, shops, leisure activities.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians can find out about holidays by looking at postcards, or souvenirs or photographs.</p>	<p><b>KS1 Summer Cycle 1 Local History Olympics</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. An Olympic games had already been established in Ancient Greece.</li> <li>2. The first modern Olympic games were held in a rural farming area in Shropshire (some might recall Much Wenlock) .</li> <li>3. The Olympic games had many events.</li> <li>4. The original objective of the Olympian Class was to promote the health of people in the town. Healthy bodies and healthy minds.</li> <li>5. Know about the tradition of the Olympic torches.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians can find out about the history of the Olympic games from photographs – examples might include photographs of the opening ceremonies.</p>
<p><b>KS1 Autumn Cycle 2 My Family History</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; Trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Decade is 10 years and Century is 100 years (year 2 only)</li> <li>2. Children will remember we have a King called Charles III and know some symbols of monarchy.</li> <li>3. Many toys today are similar to those played with by grandparents but some might be different. Examples might include that Some grandparents didn't have the electronic toys you have today or that toys today are usually made from different materials than in the past.</li> <li>4. Shops today are usually much bigger than when some grandparents were children.</li> <li>5. School was different for grandparents, that for children today. Examples might include the subjects are different.</li> <li>6. The devices people have in their homes today are different to the devices people have had in their homes in the past, for examples ovens, televisions, computers.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians can learn about the past from talking to people who were alive then.</p>	<p><b>KS1 Spring Cycle 2 The Greatest Explorers</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; Migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Explorers travel to new places for different reasons. Examples can include to discover new things, for fame, to help others and to find a fortune.</li> <li>2. They might know the names of some famous explorers. Examples might include Ibn Battuta, Captain Cook and Sunita Williams.</li> <li>3. Roald Amundsen reached the South Pole before Captain Robert Scott.</li> <li>4. Can compare different types of transport that explorers have used.</li> <li>5. Know that some explorers have travelled a long way.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians use written records like Scott's diary as an important way to find out about the past.</p>	<p><b>KS1 Summer Cycle 2 Great Inventions Transport</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Know that modern trains are different to trains from the past. examples might be steam and electric.</li> <li>2. Robert Stephenson invented one of the first passenger trains.</li> <li>3. Know some ways we use the railways today. examples may be agriculture, trade.</li> <li>4. The wright brothers were the first to fly an aeroplane and it was in the USA (North Caroline)</li> <li>5. Know some differences between the first aeroplane and modern aeroplanes. Examples might be modern aeroplane can carry more people and travel further..</li> <li>6. Know some differences between ships in the past and today. eg the ship of Christopher Columbus. Examples might be modern ships have motor engines and ships in the past had sails.</li> </ol> <p><b>Disciplinary Knowledge</b> Historians can learn about the first flight by looking at photographs.</p>

<p><b>LKS2 Autumn Cycle 1 The Stone Age</b>  <u>Recurring Concepts</u>  Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. The Stone Age is before we had any records or documentation.</li> <li>2. The Stone Age gets its name from the stone (flint) used to make weapons and tools.</li> <li>3. New archaeological finds often change our interpretation of what happened in the Stone Age.</li> <li>4. Developments in the New Stone Age included agriculture, housing, settlements and trade.</li> <li>5. Changes in the Stone Age took many years to happen, and the period ended with the development of metalworking.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about the past from archaeological remains at Skara Brae.</p>	<p><b>LKS2 Spring Cycle 1 The Bronze Age and the Iron Age</b>  <u>Recurring Concepts</u>  Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. Bronze was better than using stone because it was easier to shape, was stronger and could be used again.</li> <li>2. The move from the use of stone to bronze and then to iron was gradual. Iron was better than bronze because it was more common, lighter and harder.</li> <li>3. That the developments in use of materials in this period impacted agriculture, technology and travel.</li> <li>4. Hill forts were built for defense and served as places for different tribes to meet and trade. E.g. Maiden Castle.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about the past by studying artefacts such as The Snettisham Hoard.</p>	<p><b>LKS2 Summer Cycle 1 Local History: Industrial Revolution</b>  <u>Recurring Concepts</u>  Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. Our locality is the area around our home or school.</li> <li>2. To understand different types of settlement and how settlements changed after the industrial revolution.</li> <li>3. To understand that the industrial revolution changed the population of the country.</li> <li>4. To understand the significance of Ironbridge and that this was part of the beginning of the industrial revolution.</li> <li>5. To understand that the industrial revolution improved manufacture and farming.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about the past through studying buildings and architecture. examples could include: the Ironbridge, the Coalport china museum, the tar tunnel.</p>
<p><b>LKS2 Autumn Cycle 2 The Ancient Egyptians</b>  <u>Recurring Concepts</u>  Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. The River Nile was important because it made the land fertile, so Egyptian people could grow crops and were mostly farmers. It was also used for transport.</li> <li>2. Society was structured with the pharaoh at the top and enslaved people at the bottom.</li> <li>3. Ancient Egyptian people had many achievements in such areas as farming, building, and writing.</li> <li>4. Ancient Egyptian people worshipped over 2000 gods and goddesses and Ancient Egyptian people believed in an afterlife (mummification).</li> <li>5. The people of Canen came to Egypt because of hunger because their agriculture had failed.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about the past by studying ancient Egyptian writing.</p>	<p><b>LKS2 Spring Cycle 2 Roman Britain</b>  <u>Recurring Concepts</u>  Agriculture; religion; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. England was a country of tribal kingdoms (with kings or queens), often having treaties and often in conflict.</li> <li>2. Julius Caesar had two unsuccessful attempts to invade and conquer Britain just before Jesus was born. However, the Romans successfully invaded Britain just after the birth of Jesus.</li> <li>3. Boudica (Ancient Celtic Queen – Iceni tribe) united some kingdoms to lead an uprising against the conquering forces of the Roman Empire. She ultimately failed (because she could not secure enough unity).</li> <li>4. Roman people brought many positive things to Britain (legacy). Their impact can still be seen today e.g., in many parts of Britain, there are Roman sites, (examples include Roman roads and Hadrian’s wall).</li> <li>5. In Roman times, most people lived in the countryside. Their lives didn’t change very much.</li> <li>6. The Roman period did not end abruptly. Some Roman people continued to live in Britain.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about the past from written accounts such as Strabo’s account, as well as from visually looking at artefacts.</p>	<p><b>LKS2 Summer Cycle 2 Ancient Civilisations</b>  <u>Recurring Concepts</u>  Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><u>Core knowledge that children must learn</u></p> <ol style="list-style-type: none"> <li>1. Understand that farming changed the way people lived. (Change from nomadic to settlements).</li> <li>2. Understand where and when some ancient civilisations started (examples could be ancient Summer, ancient Egypt, Minoan civilization, ancient Greece, Shang dynasty, Phoenician civilization, ancient Rose)</li> <li>3. Children compare what is similar and different about ancient civilisations through trade and mathematics, writing, settlement (buildings), technology (particularly the wheel)</li> <li>4. Understand the chronology of ancient civilisations in relation to other topics they have covered so far.</li> </ol> <p><u>Disciplinary Knowledge</u>  Historians can find out about technological advanced through a variety of different sources, such as artefacts and drawings.</p>

<p><b>UKS2 Autumn Cycle 1 The Maya Civilisation</b></p> <p><b>Recurring Concepts</b> Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala.</li> <li>2. The Maya civilisation was a Stone Age culture and formed a society of <b>city-states</b>.</li> <li>3. The Maya people developed a writing system based on symbols.</li> <li>4. The Maya people built pyramids to worship their gods and offer <b>sacrifices</b>.</li> <li>5. There are many <b>theories</b> why the population of Maya cities disappeared (around 900AD).</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Historians know about the Maya civilisation from archaeological remains and the people living in the area today.</p>	<p><b>UKS2 Spring 1 The Ancient Greeks</b></p> <p><b>Recurring Concepts</b> Agriculture; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Ancient Greece was made up of several city-states (the most important city-states being Athens and Sparta) which sometimes worked together against a common enemy.</li> <li>2. In Athens, they had a <b>democracy</b> where the <b>citizens</b> voted for the government.</li> <li>3. In Sparta, they had a monarchy with two kings.</li> <li>4. Ancient Greeks were <b>pioneers</b> in many areas, (examples include mathematics, art, philosophy and science).</li> <li>5. Many innovations from Ancient Greece can still be seen today. eg (examples include: hypocritic oath, atlas. and pillars)</li> <li>6. Not all aspects of Ancient Greek life were equal. (Examples include their treatment of women, children, disabled people and animals and their use of slavery)</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Historians know about Ancient Greece from using a variety of sources, (including buildings, artefacts, written evidence and <b>myths</b>).</p>	<p><b>UKS2 Summer 1 The Battle of Britain</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. The Battle of Britain occurred in July-October 1940. The Blitz began in September 1940.</li> <li>2. The German air force was attempting to destroy the British Air Force (at the same time as fighting on other fronts) to prepare for a sea invasion of Britain.</li> <li>3. Thanks to careful organization, the use of radar/technology, our united island nation, and power of the democracy/monarchy, the RAF were able to stop the Luftwaffe/Hitler.</li> <li>4. Being invaded had an impact on trade.</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Historians know about the recent past from film/newsreel footage from the time.</p>
<p><b>UKS2 Autumn Cycle 2 Anglo-Saxons</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Anglo-Saxons had started to raid Britain before the Roman army left (in 410AD).</li> <li>2. Anglo-Saxons started to <b>settle</b> peacefully in Britain as the country was <b>fertile</b>.</li> <li>3. Anglo-Saxons came from Germany, Holland and Denmark.</li> <li>4. England was made up of different kingdoms (making it easier for invasion). King Alfred had a vision for a United Kingdom and this enabled Athelstan to become that first King of England.</li> <li>5. Anglo-Saxons were originally <b>pagan</b>, but they gradually converted to Christianity. King Alfred was committed to Christianity.</li> <li>6. From 793CE, Vikings raided and then settled in Britain.</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Historians can find out about the Anglo-Saxon people from:</p> <ol style="list-style-type: none"> <li>a. Archaeological remains (examples include Sutton Hoo and the Staffordshire Hoard).</li> <li>b. Written and oral stories and accounts (examples include Lindisfarne Gospels, Beowulf and Bede's History)</li> </ol>	<p><b>UKS2 Spring Cycle 2 The Vikings</b></p> <p><b>Recurring Concepts</b> Agriculture; church; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Viking means 'pirate' or '<b>raider</b>'. Vikings came from Scandinavia (Norway, Sweden, Denmark). Vikings settled in many places, not just in Britain.</li> <li>2. Vikings <b>migrated</b> from their homeland (reasons include:       <ol style="list-style-type: none"> <li>a. Overpopulation in their homeland</li> <li>b. Not enough food</li> <li>c. Seeking a better climate)</li> </ol> </li> <li>3. They mainly settled in <b>rural</b> areas in the East of England as these were the first places they encountered.</li> <li>4. Children know that chronologically the Anglo-Saxon and Viking periods ran parallel to each other.</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Historians know about Vikings by studying a range of sources (examples include:       <ol style="list-style-type: none"> <li>a. archaeological remains.</li> <li>b. the Viking <b>sagas</b></li> </ol>       written accounts from other groups, like Anglo-Saxons)</p>	<p><b>UKS2 Summer Cycle 2 – Overview and comparison of Britain from Roman Britain through to 1066.</b></p> <p><b>Recurring Concepts</b> Agriculture; church; religion; city; conflict; democracy; empire; invasion; kingdom; migration; monarchy; power; sacrifice; settlement; trade</p> <p><b>Core knowledge that children must learn</b></p> <ol style="list-style-type: none"> <li>1. Children can compare Roman, Anglo Saxon and Viking settlements.</li> <li>2. Children can compare the resistances to invasion of Boudica and King Alfred.</li> <li>3. Children can compare the religions during these different periods (some examples can be Roman gods, paganism and the spread of Christianity).</li> <li>4. Children can describe how the Roman invasion of Britain was different to the Anglo Saxon invasion of Britain.</li> <li>5. Children understand what succession is and that Edward the Confessor did not have a son or daughter to become the new King or Queen of England, which led to the Norman invasion in 1066.</li> </ol> <p><b>Disciplinary Knowledge</b></p> <p>Children understand that historians draw evidence from a range of different sources to learn about the past.</p>

## Key Stage 2 timeline

