

Hujjat Primary School
Knowledge and Skill Progression Map
Subject: History



Year Group	Knowledge (Know)	Skills (Do)	Concepts & Vocabulary (Understand)
Reception	<ul style="list-style-type: none"> • Know how I have changed over time • Know that I can do things now that I couldn't when I was a baby (baby photos as evidence) • Know some key events in my personal and family history • Know that some things happened before I was born • Know that things that are familiar to me were different in the past e.g. phones, cars, TVs etc. • Know that birthdays are annual celebrations marking passage of time • Know how I have changed over time – simple timeline of my life linked to ages • Know that there were some famous people who lived a long time ago e.g. Neil Armstrong – first human on the moon • Know that people's lives have different stages – baby, child, teenager, adult, retired • Know that adults do different jobs – know jobs that have been done by members of my family • Know that some jobs looked different in the past (photos as evidence) • Know how I have changed over time – know changes and name things that have changed since I started school 	<ul style="list-style-type: none"> • Listen and retell a story • Ask questions to clarify understanding • Role play using toys, costumes etc. from the past • Compare things • Sort objects into old and new • Say what makes something look old • Talk, draw and write to share their learning • Share experiences and knowledge from different parts of their lives with each other. • Experience a range of ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. 	<ul style="list-style-type: none"> • Today / Yesterday / Tomorrow • Day, week, month, year • We call the past 'history' • There has been time before their lifetime • We learn about the past from things and information left behind • History can impact on today

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	<ul style="list-style-type: none">• Know that traditional stories have been told for many years – parents and grandparents will have heard them• Know the difference between story characters and historical figures• Know a story about a real person from the past e.g. a pirate• Know that there were some famous people who lived a long time ago• Know that people who study the past by finding things are called archaeologists and palaeontologists• Know some things are very old or happened a long time ago e.g. dinosaurs		
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Year 1	<ul style="list-style-type: none"> • Know and understand changes within living memory relating to homes • Know that older family / community members have different experiences to me in the present • Know the names of a range of household objects from the past. • Know that technology and entertainment have changed over time. • Know and understand changes within living memory and back to Victorian times related to toys • Know that older family / community members have different experiences to me in the present • Know the names of a range of toys from the past e.g. doll, hoop, skipping rope, dominoes, pull-along, hobby horse etc. • Know that technology and entertainment have changed over time. • Know that the materials used to make toys has changes over time e.g. from wood to plastic • Know that electricity and batteries brought changes to toys • Know that how children acquired toys was different in the past e.g. home-made v ordered online • Know and understand changes within living memory and back to Victorian times relating to holidays • Know that older family / community members have different experiences to me in the present 	<ul style="list-style-type: none"> • Look at images and identify key features. • To make comparisons of between images of old and new. • Spot old and new things in a picture • Order up to 3 items, artefacts or images in chronological order. • Ask questions based on images, stories or accounts by family / community members. • Share understanding orally, in pictures or in writing. • Select an image or part of a story to illustrate the idea. • Make a statement about how something that they have studied has changed over time. • Talk about things that happened in their past – when they were little • Retell a familiar story set in the past 	<ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Today / Yesterday / Tomorrow • Past / Present • Now / A long time ago / Then • Old / New • Object/ artefact

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| | <ul style="list-style-type: none">• <i>Know the names of a range of objects from the past associated with beach holidays e.g. bathing hut, pier etc.</i>• <i>Know that technology and entertainment have changed over time.</i>• <i>Know that where people go on holiday has changed over time – more people go overseas now</i>• <i>Know some of the features of a traditional UK seaside holiday e.g. fun fair, donkey rides, foods etc.</i>• <i>Know how the clothes that people wear on holiday have changed over time</i> | | |
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Year 2	<ul style="list-style-type: none"> • Know the lives of significant individuals beyond living memory / in the past who have contributed to national and international achievements • Know what their contributions were and their significance locally and globally. • Know that life and experiences were different in various periods in the past. • Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but that now modern science ensures that sensible treatments are used to help people get better • Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people's lives • Know the key facts from the life stories of Florence Nightingale, Mary Seacole and Edith Cavell • Know that though nursing in the past was mainly undertaken by women, modern nursing is a career for people of all genders; know that, as an essential part of the NHS (National Health Service), the UK's nurses were celebrated for their work during the Covid-19 pandemic that began in 2019. 	<ul style="list-style-type: none"> • Ask and answer a range of questions based on images, stories or accounts by family / community members. • Compare, order and sequence evidence relating to significant individuals or events. • Use a wide range of vocabulary relating to everyday historical terms. • Identify key and significant features of the evidence relating to significant individuals or events. • Identify similarities and differences between historical periods or experiences. • Recall key information in sequence. • Use what they have learnt to make connections and create their own written narratives. • Present information in a range of different ways including writing reports, family trees, charts, diagrams, art and drama. • Explain why eyewitness accounts might vary 	<ul style="list-style-type: none"> • Understand historical concepts such as change, cause and consequence, similarity and difference. • Impact of an individual and individual choice on the future. • Modern / Historic • Victorian / Tudor / Stuart • Chronological Order • Eyewitness account • Difference between rich and poor • Concept of war / illness / injury / health • Evidence - reliable and unreliable

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	<p><i>Samuel Pepys Know what their contributions were and their significance locally and globally.</i></p> <ul style="list-style-type: none">• <i>Know that Samuel Pepys' (pronounced 'Peeps') lived during the time of the Great Fire of London and that he wrote a diary</i>• <i>Know that Pepys's wrote a diary about ordinary life in London and that he lived through two of the most dramatic events in London's history: the Great Plague of London in 1665 and the Great Fire of London in 1666</i>• <i>Know that Pepys's diary contained his thoughts about everyday life and historians use it to understand London at the time and these great events</i>• <i>Know that a historical source can provide evidence relating to the events of the past; Pepys's diary is a source</i>• <i>Know that Pepys's diary helps historians to know where the fire started and how it affected people</i>• <i>Know that life and experiences were different in various periods in the past.</i>• <i>To know about a significant historical events (Great Fire of London).</i>• <i>Know that the Great Fire of London started on 2nd September 1666</i>• <i>Know that people used fire to cook and for light, so it was quite easy for a dangerous fire to accidentally occur</i>• <i>Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight</i>• <i>Know that there was a strong wind which helped the fire to spread</i>• <i>Know that the fire went on for four days, and there was no official fire brigade</i>		
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| | <ul style="list-style-type: none">• <i>Know that people tried to put out the fire with simple fire-fighting equipment including buckets of water, firesquirts and fire hooks, but the fire was too strong; recognise some artefacts</i>• <i>Know that the buildings were mostly made out of wood, straw and pitch and that pitch is a flammable, tar-like substance that protects the wood from water damage; the buildings were very close together and the summer just gone had been very hot and there had been very little rain; this means that the buildings caught fire very easily</i>• <i>Know that they tried to stop the fire by pulling down houses (called a firebreak); eventually they used gunpowder to blow up enough houses to make a firebreak</i>• <i>Know that the River Thames stopped the fire spreading to the South</i>• <i>Know that the fire was stopped just before it reached the Tower of London</i>• <i>Know that the fire lasted for 4 days and ended on 6th September 1666</i>• <i>Know that many homes were destroyed; some historians say that only a few people died, but others think it may be many more than has been thought in the past</i> | | |
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	<ul style="list-style-type: none">• Know that archaeology is the study of the past by looking at non-written artefacts from that time; often these are excavated from beneath the ground• Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people• Know that the Shang dynasty existed from 1600 BCE to 1046 BCE• Know that the Shang dynasty was the first in China to develop writing, a key step forward in all four of the ancient civilisations; this writing influenced the writing that Chinese people use today• Know that the oldest writing from this period has been found carved into bones and tortoise shells - these are called oracle bones; the writing on oracle bones tells us about the Shang dynasty, including the different emperors• Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire		
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	<ul style="list-style-type: none">• <i>Know the lives of significant individuals beyond living memory / in the past who have contributed to national and international achievements – explorers who went to the Caribbean e.g. Columbus, Drake, Raleigh</i>• <i>Know who Christopher Columbus was and when he lived</i>• <i>Know Columbus found the Caribbean when he thought he was sailing to the Far East</i>• <i>Know some key facts about his journey e.g. name of ship, length it took</i>• <i>Know some of the challenges faced e.g. supplies, unknown, weather etc.</i>• <i>Know that some British explorers also made journeys to the Caribbean e.g. Drake, Raleigh</i>• <i>Know some of the items we have today that were brought to Europe by explorers e.g. foods, tobacco etc.</i>		
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Year 3	<ul style="list-style-type: none"> • Know key facts about the changes in Britain from the Stone Age to the Iron Age, including: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture • Know the similarities and differences between history and archaeology <p>Ice Age:</p> <ul style="list-style-type: none"> • Know when the Ice Age period began and how long it lasted. • Know that during this time, the continents had moved to their current positions. • Know the names of some of the animals that roamed the Earth during this period <p>Stone Age:</p> <ul style="list-style-type: none"> • Know that the Stone Age is divided in three distinct periods: The Paleolithic Period (30,000 BCE–10,000 BCE), the Mesolithic Period (10,000 BCE–8,000 BCE), and the Neolithic Period (8,000 BCE–3,000 BCE). • Know the similarities and differences between history and archaeology • Know that the Palaeolithic period is best known as the era during which the Neanderthals lived in Europe and the Near East (c. 300,000–28,000 years ago). • Know that this period is also marked by a relatively rapid succession of often complex stone artefacts 	<ul style="list-style-type: none"> • Develop chronology skills to use terms such as AD/BC/BCE, decade, century • Be able to say when something in the past happened using a date • Sequence events on a simple timeline • Ask questions about how things changed because of an event e.g. what changed when the Romans invaded Britain? • Sort evidence into primary and secondary evidence • Use more than one source of evidence to answer a question • Research and identify similarities and differences between times in history including a period being studied and the present • Select information from more than one source to present their learning about an event or a feature of a period being studied • Present their research in a both factual (e.g. written report) and imaginative (e.g. create a play) ways 	<ul style="list-style-type: none"> • Understand concepts such as: • Invasion, expansion • Nomad/ settler • Primary/ secondary evidence • Government, democracy, slavery, law • Trade • Empire • Power • War, combat, conflict • Culture, language, civilisation • Cause, consequence • Colonisation

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	<p><i>technologies and a large increase in the creation of art and personal ornaments. Know some of the tools used during this period</i></p> <ul style="list-style-type: none"> • <i>Know that the Mesolithic period was characterized by rising sea levels and a need to adapt to a changing environment and find new food sources.</i> • <i>Know that settling near water was very important (for water and for food).</i> • <i>Know that these changes resulted in an intensification of hunting and fishing and with increasing social activity the development of more complex settlements, such as Lepenski Vir.</i> • <i>Know how tools began to be manufactured and used in response to these changes.</i> • <i>Know that the Neolithic, or New Stone Age period, was approximately characterized by the adoption of agriculture and the shift from food gathering to food producing.</i> • <i>Know that during this period, the Neolithic Revolution included the development of pottery, polished stone tools, and construction of more complex, larger settlements (Skara Brae)</i> • <i>Know the differences between modern life and the Palaeolithic era.</i> • <i>Know that during the Neolithic period, humans learned to raise crops and keep domestic livestock and were therefore no longer dependent on hunting, fishing, and gathering wild plants.</i> • <i>Know that Neolithic cultures made more-useful stone tools by grinding and polishing relatively hard rocks and how this was different to previous tools manufactured.</i> • <i>Know that the cultivation of cereal grains enabled Neolithic peoples to build permanent dwellings and</i> 		
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	<p><i>congregate and settle in villages (which led to changes in their way of life e.g. release from nomadism and a hunting-gathering economy gave them the time to pursue specialized crafts).</i></p> <ul style="list-style-type: none"><i>• Know how farming changed during this time period</i><i>• Know about some of the archaeological finds in cave art and what they may represent</i><i>• Know that the Stonehenge is a famous monument which was built around this time but also continued into the bronze age</i><i>• Know how the Stonehenge may have been built and what it was used for. Know some of the different theories historians believe.</i><i>• Know that the Neolithic was succeeded by the Bronze Age when human societies learned to combine copper and tin to make bronze, which replaced stone for use as tools and weapons.</i> <p>Bronze Age:</p> <ul style="list-style-type: none"><i>• Know that the beginning of the Bronze Age in Britain can be put around 2,000 BC</i><i>• Know that the bronze age is a historical period characterized by the use of bronze either by producing bronze by 'smelting' its own copper and alloying with tin, arsenic, or other metals, or by trading for bronze from production areas elsewhere.</i><i>• Know that the discovery and use of metallurgy was gradual, and took place at different times in different places.</i><i>• Know that bronze is harder and more durable than other metals available at the time, allowing Bronze Age civilizations to gain a technological advantage.</i><i>• Know that it is generally thought that the new bronze tools and weapons identified with this age were</i>		
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	<p><i>brought over from continental Europe (e.g. Bell Beaker culture). Know about the benefits of travel and trade.</i></p> <ul style="list-style-type: none"><i>Know that Bronze Age cultures differed in their development of the first writing. Study the archaeological evidence of the earliest viable writing systems in cultures such as Mesopotamia (cuneiform script - Sumerian writing system), Egypt (hieroglyphs), or Indus valley civilisation script (also known as the Harappan script)</i> <p>Iron Age/Celts:</p> <ul style="list-style-type: none"><i>Know that around 800 BC people in Britain learned how to use iron, which had a dramatic impact on everyday life.</i><i>Know that iron tools made farming much easier than before and settlements grew in size. Know the impact this had (easier to locate as they were in permanent settlements, and they had more valuable things to steal).</i><i>Know that Iron Age Britain was a violent place. People lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons.</i><i>Know that many people lived in hill forts to keep safe from attacks and know that these forts were surrounded by walls and ditches and warriors defended their people from enemy attacks.</i><i>Know what life was like in an Iron Age hill fort and know some examples of these (eg Maiden Castle, Dorset).</i><i>Know that inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof and walls made from wattle and daub (a mixture of mud and twigs).</i><i>Know that in the centre of a round house was a fire where meals were cooked in a cauldron. Around the walls were jars for storing food and beds made from straw covered with animal</i>		
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	<p><i>skins.</i></p> <ul style="list-style-type: none"> • <i>Know that Iron Age farmers grew crops and vegetables. They kept geese, goats and pigs and had large herds of cows and flocks of sheep.</i> • <i>Some people worked as potters, carpenters, building and repairing the houses and metalworkers.</i> • <i>Know that men and boys trained as warriors. They had to be prepared to fight at any time.</i> • <i>Know that during the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They produced fine metalwork and enjoyed feasting, music and poetry.</i> • <i>Know other information about day to day life (food, jobs, travel, education, safety, culture, entertainment).</i> • <i>Know the time period for Roman Britain</i> • <i>Know how Rome was believed to be founded and know the story of Romulus and Remus.</i> • <i>Know the success of the Roman Empire (east and the western empires) and why</i> • <i>Know about Roman society and the different social classes and hierarchy (Senators, Equestrians, Plebeians, military consul etc.)</i> • <i>Know that Rome fought in three Punic wars against Carthage, a powerful empire in North Africa. Rome eventually defeated Carthage, destroyed the city and became the most powerful empire in the western world.</i> • <i>Know how Rome became a Republic and didn't become an empire until the first emperor, Augustus Caesar.</i> • <i>Know about some of the important people and leaders during the Roman period.</i> 		
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| | <ul style="list-style-type: none">• Know that Julius Caesar's attempted an invasion of Britain in 55-54 BC but failed.• Know that Julius Caesar and was a renowned general, politician and scholar in ancient Rome who declared himself as a dictator.• Know that he conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.• Know that the Claudius was the emperor who led an invasion of Britain and successfully conquered it, making it part of the Roman Empire.• Know about the emperor of Rome, Claudius.• Know why Claudius wanted to conquer Britain.• Know the different words describing army equipment, weapons, armour and military uniform.• Know some of the battles that may have taken place between the Romans and the Celts.• Know about the Roman army and the different tactics that they used.• Know about the Iceni Tribe and identify the Iceni on the map (modern day Norfolk).• Know that Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire in AD 60 or 61.• Know how Boudicca defeated the Romans in several battles• Know that died shortly after losing her last battle and was said to have poisoned herself.• Know why Boudicca is an important cultural symbol in the United Kingdom.• Know that during their occupation of Britain, the Romans built up new towns, cities and structures. | | |
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	<ul style="list-style-type: none"> • Know about the changes The Romans introduced to Britain: roads: 'food on the go'; water supply, and wastewater systems; government and taxes; introduction of some staple foods i.e. apples, pears, peas; advertising and trademarks; significant towns we know today; architecture e.g. Hadrian's Wall; major cities and towns; calendar; currency; Latin had a profound impact on words and language within Britain which became the language of religion, law and administration, and many modern words used today; bureaucracy and record keeping. • Know the location of Roman cities, roads, bridges and other structures on a map and know about their history as relevant. • Know the key religious beliefs the Romans held. • Know that the Romans thought of themselves as highly religious, and attributed their success as a world power to their good relations with the gods. • Know that the planets were named after Roman Gods. • Know that the Romans looked for common ground between their major gods and those of the Greeks, adapting Greek myths and iconography for Latin literature and Roman art. • Know that for ordinary Romans, religion was a part of daily life. Each home had a household shrine at which prayers were offered. Neighbourhood shrines and sacred places such as springs and groves dotted the city. • Know that the Roman calendar was structured around religious observances. • Know about Constantine's dream and the changing attitudes to the Christianity • Know about paganism in Britain and about the Roman God. 		
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	<ul style="list-style-type: none"> • Know that Britain converted to Christianity, the official religion of the Roman Empire. • Know reasons for the collapse of the Roman Empire. • Know that the Roman Empire struggles to defend itself against barbarian attacks in Europe. Know the role of the Vandals, Huns, Visigoths and Goths • Know Britain is attacked by Picts, Scots and Saxons and that Roman officials are expelled from Britain. • Know what ways life in Britain remained the same after the Roman invasion. • Know that writers reflect their time and place in history • Learn the key biographical facts about Roald Dahl including his childhood, his war time experience, his writing career and contribution to medical advancement • Know that Roald Dahl fits into a chronology or writers for example Charles and Mary Lamb, Beatrix Potter, Enid Blyton, JK Rowling etc. • Know that the black community also has a history of significant writers – know the names of some current examples e.g. Malorie Blackman, Benjamin Zephaniah • Know about the existence of the slave trade and the route this provided for some black people to contribute to British culture • Know that Ignatious Sancho was born a slave, came to England as a servant and was a significant writer of letters • Know that Olaudah Equiano was a slave who used writing to campaign against slavery 		
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	<ul style="list-style-type: none">• <i>Know that both of these writers challenged ideas about slavery as well as preconceptions about the profile of a writer</i>• <i>Know that there are writers today building on this – challenging ideas about race and equality through their writing</i>• <i>Know what Hatch End, Stanmore and other areas in Harrow were like in the past and how they are different today</i>• <i>Know that the name Pinner comes from the word ‘Pinnora’ meaning “a hill surrounded by oak trees”.</i>• <i>Know that Pinner was originally an Anglo-Saxon settlement where the Pinner name is thought to have been coined around 900AD and first appeared in print in 1231.</i>• <i>Know that Pinner was one of the ten hamlets of the medieval Harrow Manor and is still the most easily distinguishable today.</i>• <i>Know that roadways threaded between the properties and led to the houses, which were clustered in tiny hamlets whose names survive today – West End, East End, Hatch End, Stanmore, Nower Hill, Waxwell.</i>• <i>Know that some of these roads still exist today and have names going back to Tudor times or earlier – West End Lane and Moss Lane, while others just as old have changed their names – Chapel Lane, Church Lane, Bridge Street.</i>• <i>Know that Harrow has a rich architectural and social heritage and a thriving Local History Society.</i>• <i>Know that Harrow is also home to an ancient chalk mine.</i>		
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| | <ul style="list-style-type: none">• Know about the lives of hunter gathers between the stone and iron ages in the Harrow area.• Know about the name origins of roads, towns and places.• Know how architecture in the local area changed through various time periods such as Norman, Gothic and Tudor architecture (1066–1603), Georgian architecture (1714–1811) and Victorian architecture (1837–1901) to modern day developments.• Know what some of the local well known roads and high streets looked like in the past and what kind of things would have been found there (e.g. shops, stalls, houses, churches etc.)• Know the history of some well known buildings and structures in Harrow and the local area (e.g. Stanmore and Hatch End stations and Harrow Arts Centre)• Know that the brown plaques found on certain buildings around the area are awarded by the Harrow Heritage Trust, who secure the protection, preservation, restoration and improvement of the character and amenities of the London Borough of Harrow.• Know changes that took place over time in Harrow (e.g. population, trend, housing, schools, land use etc.)• Know that in 1336 King Edward III granted a fair to be held in Pinner at Midsummer, the feast of its patron saint St. John the Baptist. It provided a chance for the people to buy things not usually obtainable locally and offered some welcome diversion. The natural site was just outside the church in Pinner.• Know of some famous people linked to Harrow in a variety of areas (artists, politicians, comedians, actors, musicians/composers, literates etc.). | | |
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	<ul style="list-style-type: none">• Know that Shakespeare lived in Tudor England during the reign of Elizabeth I• Know that his work was performed at the Globe Theatre in London• Know that at that time the actors performing plays were all male• Know that life was very different for rich and poor people in Tudor times• Know that at this time people from Great Britain were exploring Africa, Asia and the New World e.g. Drake, Raleigh• Know that this provided a route for some people of different ethnicities to migrate into GB• Know that we can tell these people were present as they are represented in art and images from the time• Know that John Blanke was a royal trumpeter at the Tudor court		
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Year 4	<ul style="list-style-type: none"> • Know key facts about Ancient Egypt as an early civilisation, including: • When the Ancient Egyptian period occurred • To know the names of significant rulers of Egypt and their main accomplishments • We know about the Ancient Egyptians because of evidence they left behind including pyramids, hieroglyphs, temple ruins, mummies and treasure • To know about the technological and scientific understanding of the Ancient Egyptians and how this has been built upon by future civilisations. • To know how and why the Ancient Egyptian civilisation came to an end. • Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) • Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age (retrieval) • Know that these ages are named after the different materials that humans used for tools; the periods are different in different parts of the world so it is difficult for historians to know exactly when these periods begin or end (retrieval) • Know that ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile (see resource below) • Know that ancient Egypt is considered to be a predominantly • Bronze Age Civilisation 	<ul style="list-style-type: none"> • Be able to plot events on a timeline showing relevant centuries and decades • Explain how events from the past impact on the present Research two different versions of an event and be able to say how they differ • Be able to give a point of view about an event or period and give a reason based on some evidence studied • Order evidence by reliability and explain what their choices are based on e.g. primary / secondary, point of view etc • Be able to research the impact of an event or period on different groups e.g. young/old, rich / poor, male/female Select and organise information from a range of sources as part of an enquiry in response to a question or a theme • Use their prior knowledge of historical periods and enquiry to suggest appropriate questions and themes for investigation Describe their findings about a period, theme or event Present the outcomes of research in the most appropriate way based on the information • Compare and contrast a key feature across two time periods studied 	<ul style="list-style-type: none"> • Understand concepts such as: Ancient, Early, Period, Era Legacy • Rise and fall, ascend, decline Monarchy, government, aristocracy, people • Kingdom, dynasty Archaeology • Force, coercion, choice, Victory, defeat

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	<ul style="list-style-type: none">• Know that the word civilisation comes from the Latin word "civitas" meaning city• Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations• Know that settled living (as opposed to nomadic living) allowed for a surplus of food to be created which allowed for specialising in jobs; this is a key step in the development of the modern world• Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others• Know that people began to settle near the River Nile in North Africa during the Neolithic period of the Stone Age• Know that two separate kingdoms were established in around 3400 BCE and that these were unified in around 3100 BCE by King Menes as the bronze age began in Egypt• Know that in the first 500 years of ancient Egypt, the idea of kingship developed, in which the king was considered as a god-like figure by the population; know that sometimes the ruler of ancient Egypt was a queen• Know that a king or a queen is a monarch and that monarchy is where a king or queen is the ruler• Know that the earliest civilisations, including ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops; when rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept		
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Knowledge and Skill Progression Map
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	<ul style="list-style-type: none"> • Know that ancient Egypt had a strict social hierarchy; this means that people had more or less control over their lives depending on their role and this did not change; the pharaoh was at the top of the hierarchy; his advisers, high priests and nobles were next; officials and scribes who worked for the government were next; craftsman who made things were next; below them were peasants, and enslaved people were at the bottom of the hierarchy • Know that after their death, some people in ancient Egypt were mummified; this was an expensive process so not many people could afford it; pharaohs were mummified along with some other more powerful people; bodies were mummified due to the ancient Egyptians belief that they would need their bodies in the afterlife • Know that mummification involved the removal of the internal organs of the body, except for the heart, drying the body and then wrapping the body up in linen (see resource below) • Know that after the early period, ancient Egypt was divided into three kingdoms: the Old Kingdom, the Middle Kingdom and the New Kingdom; know that - like the Stone Age, Bronze Age and Iron Age - these titles were given to the periods by historians long after they had finished • Know that the pyramids, including the Great Pyramid at Giza, were built as monuments to dead pharaohs; recognise the Great Pyramid by sight • Know that the Egyptians began using a form of writing called hieroglyphics near the very start of the ancient Egyptian civilisation • Know that the ancient Egyptians believed in many gods Know that the gods represented certain things: Osiris was the god of the underworld; Isis, his wife, was god of motherhood; Horus, represented by a falcon's head, was a god of the sky, associated with war and 		
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Knowledge and Skill Progression Map
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	<ul style="list-style-type: none">• <i>Anubis, represented by a jackal, was associated with funerals and care of the dead</i>• <i>Know that historians who study Egypt in particular are called Egyptologists; some Egyptologists were fascinated with discovering the tombs of ancient Egyptian pharaohs; over the centuries and millennia, most of the tombs have been robbed of their treasures</i>• <i>Know that many pharaohs were buried in a place called the Valley of the Kings; know that a relatively unimportant king's tomb - that of Tutankhamun - was found in 1922 and that the artefacts found became world-famous</i>• <i>Know that there have been other significant empires in Africa since the end of the Egyptian period</i>• <i>Know that the Ashanti Kingdom was a pre-colonial empire in West Africa in the 17th century</i>• <i>Know that Osei Tutu, the Asantehene (paramount chief) of Ashanti from 1701 to 1717, and his priest Komfo Anokye, unified the independent chiefdoms into the most powerful political and military state in the coastal region</i>• <i>Know that they created the Golden Stool to represent ancestors and signify authority</i>• <i>Know that in Victorian times Britain had colonised and ruled the Ashanti home land area</i>• <i>Know that Nana Yaa Asantewaa was born in the 1840s as Asona royalty from the Besease clan in central Ghana and was of the Edweso stool line.</i>• <i>Know that she led a fight against the British rule known as the War of the Golden Stool</i>		
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Knowledge and Skill Progression Map
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	<ul style="list-style-type: none"> • Know that she was captured and sent on exile to the Seychelles. • Know that Yaa Asantewa died in exile on the 17th of October 1921. • Know that Yaa Asantewa's War was the last major war led by an African woman. To date, she is honoured in Africa as one of the greatest African women. Know key facts about Britain's settlement by the Anglo Saxons, including: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne • Know that after the withdrawal of the Roman army at the beginning of the 5th century, tribes from the north called Picts and Scots intensified their raids on Britain • Know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time; collectively historians refer to these settlers as Anglo- Saxons; historians debate the reasons as to why the Anglo- Saxons came to Britain; it is likely they came for various reasons, including the good farmland in Britain, the lack of protection following the departure of the Romans and because some were invited to help defeat the invaders from the north • Know that a history book called the Anglo-Saxon Chronicle tells of a king in Britain called Vortigern who asked two Anglo-Saxons called Hengist and Horsa to come to Britain with their armies to 		
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	<p><i>fight against the Picts; according to the Anglo-Saxon Chronicle, they did this but then turned on Vortigern and took his kingdom; the Anglo-Saxon Chronicle is a historical source written three centuries after the events, so it is very hard to know whether this is true, but it does suggest at least that there were raids from the north and that some Anglo-Saxons were invited to Britain</i></p> <ul style="list-style-type: none">• <i>Know that a historian and monk called Bede writing centuries later described the arrival of the Anglo-Saxons as a sudden arrival that drove the other British inhabitants into exile; however, modern historians question this account and suggest that the arrival took place over centuries and may not have involved as many people as stated by Bede</i>• <i>Know that Anglo-Saxon society existed in a hierarchy; at the top was the king and the royal family; below that were various nobles, people who owned large amounts of land; below that were peasants, who made the vast majority of all people in Anglo-Saxon England, some of whom were serfs who had to work on a given bit of land and give most of what they made to the local noblemen; at the bottom of the hierarchy were enslaved people who made up around 1/10 of the population and could be bought and sold like property Know that many people in Roman Britain had been Christians, but the Anglo-Saxons that arrived were polytheists</i>• <i>Know that Anglo-Saxon gods are the root of many of our days of the week: Tiw (god of war) is the root of Tuesday; Woden (king of the gods) is the root of Wednesday; Thunor (god of thunder) is the root of Thursday; Frige (goddess of love) is the root of Friday</i>• <i>Know that an Anglo-Saxon burial site, including a ship and treasure, were discovered in Sutton Hoo in Suffolk in 1939; know that the objects found show us about the skills of the</i>		
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	<p><i>craftsman, the luxuries associated with being king and the beliefs in the afterlife of the Anglo Saxons</i></p> <ul style="list-style-type: none">• <i>Know that in 597, the Pope (the head of the Catholic Church in Rome) sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity; monasteries were places where people could live lives of quiet prayer; some of these monasteries became renowned centres of Christianity and learning, including Lindisfarne and Iona</i>• <i>Know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including:</i><ul style="list-style-type: none">• <i>Viking raids and invasion</i>• <i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice</i>• <i>Edward the Confessor and his death in 1066</i>• <i>Know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia; the word “Viking” comes from the Norse word “vikingr” meaning pirate</i>• <i>Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary Know that the Viking gods were similar to those of the Anglo-</i>• <i>Saxons, with slight differences in names (e.g. Odin, Frigg, Thor)</i>		
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Knowledge and Skill Progression Map
Subject: History

	Knowledge (Know)	Skills (Do)	Concepts & Vocabulary (Understand)
Year 5	<p>To know key facts about South American civilisations that contrast with British and European history e.g. Mayan, Aztec and Inca</p> <ul style="list-style-type: none"> • To know where and when each of the civilisations were at their peak. • We know about the ancient South American civilisations because of evidence they left behind including pyramids, glyphs, temple ruins, treasure, clay statues • To know about the technological and scientific understanding of these ancient civilisations and how this has been rediscovered. • To know about the religious beliefs and practises of these civilisations and how they reflected an alternative world view. • To know how these empires were built, developed and ruled in contrast to those studied in British history. • To know how and why these ancient civilisations came to an end. <p>Know that The Aztecs were a nomadic tribe who settled in Mexico (link to Y4 Geography) around AD 1300</p> <p>Know that they settled in Tenochtitlán as this had a good supply of water and food with easy access to nearby towns for trade – but they had a myth about the choice of location</p>	<p>Be able to create a timeline using an appropriate scale and plot events in chronological order</p> <p>Use dates and the names of time periods accurately in their historical enquiries</p> <p>Plan an historical enquiry by identifying the question/ theme, locating evidence and evaluating that evidence</p> <p>Make a hypothesis about an enquiry before beginning their research</p> <p>Be able to explain the positive and negative aspects of a piece of evidence they have located e.g. it is a first-hand account, but the person was biased</p> <p>Evaluate the contribution of different types of approach to historical enquiry e.g. archaeologist and historian</p> <p>Identify where information is someone's opinion based in their research rather than fact</p> <p>Be able to identify trends in changes that have occurred over time</p> <p>Be able to explain the significance of an event, a change or a person's contribution</p> <p>Present the outcomes of research in the most appropriate way based on the information and audience</p> <p>Organise information from an historical enquiry to be able to present their conclusion or point of view</p> <p>Summarise their findings about a period, person, theme or event</p>	<ul style="list-style-type: none"> • Understand concepts such as: Democracy, tyranny, oligarchy • Exploration and encounters Old World/ New World • Industrialisation, revolution • Wealth, poverty • Parliament, executive and legislature • Tribe, sacrifice, reign • State

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Knowledge and Skill Progression Map
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| | <ul style="list-style-type: none">• Know once they settled in Tenochtitlán, the Aztec empire began to grow. It covered 80,000 square miles and included millions of people who were all ruled by an emperor• Know key facts about daily life including:• Most Aztecs lived in huts made from mud and straw. Rich people could afford palaces or homes made of stone and they bathed in steam rooms and saunas.• The men were either craftsmen, farmers or warriors who defended the empire.• The women stayed at home to cook and weave clothes.• Children had to go to school to learn important skills like hunting or cooking.• The Aztecs were excellent hunters and farmers and were skilled at fishing.• They made intricate masks, pottery and jewellery.• Know that the Aztec culture was famous for a range of things some of which are still with us today:<ul style="list-style-type: none">○ agriculture (farming)○ calendar system○ art○ continuing the Maya tradition of making a chocolate drink using cocoa beans○ architecture (buildings and structures), including pyramids, palaces and temples○ writing in pictograms and hieroglyphics• Know that the Aztecs believed in many gods (including the names of some e.g. Tlaloc, Quetzalcoatl) like other civilizations studied and would sacrifice human life to keep their gods happy.• Know that they built towers and temples for their gods Know that the arrival of Europeans in South America was a contributing factor in the decline of the Aztec Empire | | |
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Knowledge and Skill Progression Map
Subject: History

	<ul style="list-style-type: none"> • <i>To know key facts about the Victorian period of British history, including:</i> • <i>To know the dates of the Victorian era,</i> • <i>To know how the relationship between the monarchy and parliament changed during the Victorian era</i> • <i>To know about daily life for different socio-economic groups in Victorian England (homes, clothing, nutrition, education, entertainment etc.)</i> • <i>To know that the industrial revolution was a key reason why experiences differed between socio-economic groups.</i> • <i>To know about the key inventions and technological developments of the Victorian era</i> • <i>To know about key Victorians who have made a significant contribution e.g. Darwin/evolution, Dickens/literature, Florence Nightingale/Medicine, Lord Shaftsbury, Dr Barnardo/social justice and reform</i> • <i>To know that Britain had a different relationship with the rest of the world during this period as a result of the British Empire</i> • <i>Know key dates and events from Queen Victoria's reign</i> • <i>Know the key facts of Victoria's life story and how they impacted on her reign and decisions</i> • <i>Know that this was a period of industrial change and the development of cities/urban living</i> • <i>Know that in the face of increased industrialisation a movement developed concerned to protect arts and crafts</i> • <i>Know that wealth was unevenly distributed and what that meant for rich and poor families</i> • <i>Know what school was like for Victorian children</i> • <i>Know that child labour was permitted and the different jobs that Victorian children had</i> 		
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Knowledge and Skill Progression Map
Subject: History

	<ul style="list-style-type: none"> • Know about the role of Lord Shaftesbury and Dr Barnardo in hanging the lives of Victorian Children • Know that parliament had an increasing say in decisions that impacted on ordinary people and changes were made to make it more representative – but that did not mean it represented everyone • Know changes that happened in Victorian crime and punishment • Know modes of Victorian transport and key inventions made by the Victorians and the effect these had on the way they lived • Know that Britain's interests extended around the world and this can be described as the British Empire – know which countries were involved • Know that this was a period of inequality for women and challenge gender stereotypes • Know about the changes in medicine since Victorian times • Know that the growth of the British Empire provided a route for migration into GB • Know some of the ways that people of different ethnicities came or were brought to GB e.g. slavery, as servants, as wives etc. • Know the biographies of key black women in the Victorian period e.g. 1835-1924 Fanny Eaton • 1843- 1880 Sarah Forbes Bonetta • 1801 - 1881 Mary Seacole • Know how they challenged perceptions that were prevalent at the time 		
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Knowledge and Skill Progression Map
Subject: History

	<ul style="list-style-type: none"> • Know that their stories have relevance to some of the campaigns and activists challenging current popular opinion and perceptions • To know about key facts about Ancient Greece, including: • Know about everyday life in the Ancient Greek civilisation • To know that the Ancient Greeks used myth and legend to teach and share their values • To know about key achievements of the Ancient Greek civilisation, for example, democracy, philosophy, trade, empire, exploration • To know how the Ancient Greek civilisation influenced the western world e.g. governance, art, drama, theatre, music, philosophy. • Ancient Greek religion and its impact on Ancient Rome • To know about key battles fought by the Greeks and the impact on the division between Europe and Asia. • Know that ancient Greece is considered by historians to have particularly noteworthy periods between 2000 BCE and 146 CE four periods: the Bronze Age, the Archaic Age, the Classical Golden Age and the period in which Alexander the Great made conquests over a large area • Know that many Greek myths and stories describe events and heroes that are inspired by this period, including the Iliad, the Odyssey and Theseus and the Minotaur • Know that the ancient Greeks believed in many gods, including Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea) • Know that the first Olympic games took place in this period; this eventually inspired the modern Olympics, but the original games 		
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	<p>were a much shorter affair with just a few events; the Olympics were named after Mount Olympus, the highest mountain in Greece, the summit of which was said to be where the Greek Gods lived</p> <ul style="list-style-type: none">• Know that throughout most of its history, ancient Greece was, a collection of independent city-states that shared a language and aspects of culture; Athens and Sparta were two of these city-states, though there were others• Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people• Know that Athens and Sparta had different laws, money and rulers; the two cities were rivals• Know that democracy is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions• Know that Athens was a city-state that for periods implemented the first example of a democracy (demos - people; cracy - rule); however Athens's democracy was very limited as only adult men; this means that women, children and enslaved people were not permitted to vote• Know that Athenians valued art and architecture• Know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions Know that Spartans valued military strength		
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Knowledge and Skill Progression Map
Subject: History

	Knowledge (Know)	Skills (Do)	Concepts & Vocabulary (Understand)
Year 6	<ul style="list-style-type: none"> • Know that there was a campaign to encourage people from the Caribbean to come especially in certain jobs or trades Know that the first organised migration took place on the Empire Windrush in 1948 • Know that many people arriving in the UK settled in distinct areas such as Notting Hill/Hackney in London • Know some of the issues faced by those migrating to the UK and their families • Know the stories of key figures in the Afro-Caribbean community such as Samuel Beckett and Claudia Jones and understand their significance • Know some of the ways in which the Afro-Caribbean community changed British culture over time • Know that in later years there have been issues raised by government with this group's immigration status which gave rise to something called the Windrush Scandal • Know some of the ways in which individuals and groups have sought to recognise and put right the injustices associated with the treatment of this group of people (The Windrush Generation) over time • Know that there was a campaign to encourage people from the Caribbean to come especially in certain jobs or trades Know that the first organised migration took place on the Empire Windrush in 1948 • Know that many people arriving in the UK settled in distinct areas such as Notting Hill/Hackney in London • Know some of the issues faced by those migrating to the UK and their families • Know the stories of key figures in the Afro- 	<ul style="list-style-type: none"> • Create timelines for a purpose e.g. to show the development of a theme over time, the changes within an historical period etc • Plan an historical enquiry by identifying the question/ theme, locating and selecting evidence and organising that evidence to answer the question • Use a hypothesis to plan their research for an historical enquiry • Be able to evaluate evidence and make decisions about how to use it • Identify where information is someone's opinion based in their research rather than fact and be able to state whether they agree based on evidence • Suggest why there may be different interpretations of the past • Be able to explain trends in changes that have occurred over time using appropriate technical vocabulary • Be able to compare the significance of two events, changes, people or themes over time and in relation to their impact on the present • Suggest why one might be seen as more significant than another • Present the outcomes of research in the most appropriate way based on the information and audience • Organise information from an historical enquiry to be able to present and justify their conclusion or point of view in a persuasive way • Identify and explain where the persuasion is being used for example in propaganda or to portray the past in a particular way for a purpose • Summarise the outcomes of an enquiry and suggest questions for future research as a result 	<ul style="list-style-type: none"> • Understand concepts such as: Dictatorship • Genocide, holocaust Alliance, treaty Propaganda Civilian, military Evacuation • Progress, advancement

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	<p><i>Caribbean community such as Samuel Beaver King and Claudia Jones and understand their significance</i></p> <ul style="list-style-type: none">• <i>Know some of the ways in which the Afro-Caribbean community changed British culture over time</i>• <i>Know that in later years there have been issues raised by government with this group's immigration status which gave rise to something called the Windrush Scandal</i>• <i>Know some of the ways in which individuals and groups have sought to recognise and put right the injustices associated with the treatment of this group of people (The Windrush Generation) over time</i>		
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