

2023-2024	History Knowledge Progression					
Willow EYFS	<ul style="list-style-type: none"><li>• <b>Term 1: Minibeasts and Ourselves in our Wonderful World</b></li><li>• I can talk about my immediate family members.</li><li>• I can talk about special events in my family that have happened in the past.</li><li>• I can talk about my family using photographs.</li><li>• I can talk about when I was a baby.</li><li>• I can make connections between my family and other people's families.</li></ul>	<ul style="list-style-type: none"><li>• <b>Term 2: People Who Help Us (Bonfire Night/Christmas)</b></li><li>• I can talk about the Story of Guy Fawkes and how some people celebrate Bonfire Night every year.</li><li>• I know that people in the community do different jobs.</li><li>• I can talk about the jobs people in my family have.</li><li>• I can talk about the lives of people in our community and their roles in society.</li><li>• I can comment on images of familiar situations from the past. (Bonfire Night, Christmas celebrations, Harvest etc)</li><li>• I can talk about night and day activities.</li></ul>	<ul style="list-style-type: none"><li>• <b>Term 3: Dinosaurs</b></li><li>• I can talk about how we know Dinosaurs lived long ago because of fossils and the role of a palaeontologist.</li><li>• I know Dinosaurs lived a very long time ago and died a long time ago. (That dinosaurs are extinct.)</li><li>• I know about Mary Anning and can talk about who she was.</li><li>• I can compare characters from stories including figures from the past.</li></ul>	<ul style="list-style-type: none"><li>• <b>Term 4: Castles and Fairy tales</b></li><li>• I can understand the past through pictures and stories.</li><li>• I can talk about the role of a King, Queen, Prince, Princess and Knight and some key figures from the past.</li><li>• I can talk about life in a Castle.</li><li>• I can describe key features of a castle.</li><li>• I can talk about some similarities and differences between things in the past and now, by drawing on my experiences and what has been read in class.</li></ul>	<ul style="list-style-type: none"><li>• <b>Term 5: Eric Carle Art</b></li><li>• <b>(animals/Under the Sea/Plants)</b></li><li>• I can talk about David Attenborough.</li></ul>	<ul style="list-style-type: none"><li>• <b>Term 6: Space</b></li><li>• I know that Neil Armstrong was one of the first people to land on the moon in 1969.</li><li>• I can talk about objects from the past and know some similarities and differences using own experiences and knowledge from stories read in class.</li></ul>
Beech	<b>Term 1: It's a Pirate's Life for Me</b> <ul style="list-style-type: none"><li>• I know that the past has already happened, the present is happening now and the future hasn't happened yet.</li><li>• I know that traditional pirates lived a long time ago.</li><li>• I know that the Golden Age of Piracy lasted for 80 years. It began in 1650 and ended in 1730.</li><li>• I know that a pirate is a person who attacks and robs other ships, ports and seaside towns.</li></ul>		<b>Term 4: Famous Explorers</b> <ul style="list-style-type: none"><li>• I know that significant people are people who have made important achievements and that they are often remembered in different ways (plaques, monuments, stamps).</li><li>• I know that an explorer is someone who goes on a journey to find out about somewhere or something new.</li></ul>		<b>Term 5: London's Burning</b> <ul style="list-style-type: none"><li>• I know that the Great Fire of London started on Sunday 2<sup>nd</sup> September 1666.</li><li>• I know that the Great Fire of London started in Thomas Farriner's bakery on Pudding Lane.</li><li>• I know that in 1666 most buildings in London were made of wood and straw which burns easily.</li></ul>	

	<ul style="list-style-type: none"> <li>• I can name some significant individuals (Captain Blackbeard and Anne Bonney) and countries (Spanish Armada 1588) in the history of piracy.</li> <li>• I know that pirates travelled around the seven seas using ships.</li> <li>• I know and can identify the different parts of a pirate ship (sails, rigging, crow's nest, cannon, mast, flag, porthole, stern, bow, deck and hull).</li> <li>• I know that pirates used maps, compasses, and telescopes to look for treasure.</li> <li>• I know that treasure was also called booty or plunder and included valuable items such as coins, jewels, fancy clothes, furniture, and rum!</li> <li>• I know that a port is a town near the sea where ships unload and reload their goods.</li> <li>• I know that pirates used weapons such as a cutlass, a dagger and pistols.</li> <li>• I know that a captain was the pirate in charge of a ship.</li> <li>• I know that the pirate code was a set of rules a pirate had to follow when living on board a ship.</li> <li>• I know that a sea shanty was a song normally sung by sailors while they were working.</li> <li>• I know that there were many jobs on board a pirate ship (cabin boy, master gunner, boatswain, quartermaster, sailing master, surgeon/carpenter)</li> <li>• I can describe some of the history of piracy and smuggling within Deal and the impact this had.</li> <li>• I can explain why pirates were feared and what caused their downfall.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that an expedition is an organised journey that is made for a particular purpose such as exploration.</li> <li>• I know that a voyage is a long journey on a ship or in a spacecraft.</li> <li>• I know that Christopher Columbus was born a very long time ago in Italy (1451-1506).</li> <li>• I know what life was like in the 15<sup>th</sup> century and how it differed from life today.</li> <li>• I know that many people at the time believed that the world was flat. Columbus aimed to prove that the Earth was round.</li> <li>• I know and can describe what a sea voyage was like in the 15<sup>th</sup> century and understand how this differs from a modern sea voyage.</li> <li>• I know about the challenges of the famous sea voyage of 1492 and what Columbus found when he found land.</li> <li>• I know that he was the first European to set foot on the South American mainland.</li> <li>• I know why Columbus' voyage to the Americas was so significant and can explain how this changed people's lives in Europe.</li> <li>• I know that Neil Armstrong was a famous American astronaut.</li> <li>• I know that Neil Armstrong's first trip into space was on the Gemini 8 rocket which took astronauts into space.</li> <li>• I know that in 1969, Neil Armstrong was the commander of the Apollo 11 Rocket whose mission it was to take humans to the moon.</li> <li>• I know that Neil Armstrong is famous for being the first man on the moon along with Buzz Aldrin and Michael Collins.</li> <li>• I know that there have been 12 astronauts that have walked on the moon.</li> <li>• I know why his space mission to the moon was significant and understand the impact this had on the world.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the houses were built too close together and that there was no organised fire brigade.</li> <li>• I know that it had also been a dry summer and strong winds were blowing, which helped the flames to spread.</li> <li>• I know people used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire breaks.</li> <li>• I know that the fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.</li> <li>• I know that 6 people died as a result of the fire and that 13,200 houses were destroyed.</li> <li>• I know that St Paul's cathedral is a famous church that burnt down during the fire but it was rebuilt and still exists today.</li> <li>• I know that many people got a boat on the River Thames to escape the fire and had to live elsewhere in tents.</li> <li>• I know that Charles II was the King of England in 1666 and that, after the fire, he made a decree that houses must be built further apart and built from stone instead of timber.</li> <li>• I know that an organised fire brigade was established after the fire and that water engines were designed.</li> <li>• I know that Samuel Pepys lived in London at the time of the Great Fire and that he wrote all about it in his diary.</li> <li>• I know that his eyewitness account is the source of our knowledge about the Great Fire and other historical events.</li> <li>• I know that Sir Christopher Wren was the man who designed new buildings and a monument to the fire.</li> </ul>
--	---	---	--

Maple	<p><b>Term 1: Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>• I know that a prehistoric period in history is a time in the past before there were written records.</li> <li>• I know the Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together.</li> <li>• I know the Stone Age is divided into: Palaeolithic, Mesolithic and Neolithic ages.</li> <li>• I know that the Stone Age was followed by the Bronze Age and then the Iron Age.</li> <li>• I know that Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age, used to worship Gods.</li> <li>• I know that Skara Brae was discovered after a storm in AD 1850 and can tell us what people ate and what sort of tools they used.</li> <li>• I know that Iron Age houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'.</li> <li>• I know that civilizations changed from hunter gatherers to early farmers.</li> <li>• I know of and can explain the changes in tools and settlements between the Stone Age and the Iron Age.</li> <li>• I know that in the Bronze age, people developed technology to make bronze. This was used to make bronze tools, containers, and jewellery.</li> <li>• I know that in the Iron age, people began to make tools and weapons from iron.</li> <li>• I know that an archaeologist is a person who studies the past by excavating historical places and studying objects and remains.</li> </ul>	<p><b>Term 4: Mining at Betteshanger</b></p> <ul style="list-style-type: none"> <li>• I know that mining is the removal of valuable materials, including coal from the Earth.</li> <li>• I know that coal is one of the world's main sources of power. It is a rock that can be burned to provide electricity and fuel.</li> <li>• I know that coal was first discovered in Kent in 1890.</li> <li>• I know that a colliery opened in Betteshanger in the late 1920s and that it was the largest coalmine in Kent.</li> <li>• I know that miners from other coalfields travelled to Deal from all across Britain in hope of finding work at the new pit.</li> <li>• I know that Betteshanger was a small pit village that grew up around the colliery buildings to house some of the workers, though most lived in Deal.</li> <li>• I know what life was like for a miner and a mining family.</li> <li>• I know and can describe the dangers of working in a coal mine.</li> <li>• I know the importance of mining in the history of my locality.</li> <li>• I know how the history of coal mining fits in chronologically with British history and the history of Deal, Sholden and Betteshanger.</li> <li>• I know that in 1984, the government announced they were going to shut many mines across the UK, including Betteshanger.</li> <li>• I know that Margaret Thatcher (the first female prime minister) was in power at the time of the miner's strike.</li> <li>• I know that miners went on strike (refused to work) and protested outside of the colliery with signs because they were worried they would lose their jobs.</li> </ul>	<p><b>Term 4: The Egyptians</b></p> <ul style="list-style-type: none"> <li>• I know where Egypt is on a map.</li> <li>• I know that Ancient Egypt was an era from 3100 BC to 395 AD.</li> <li>• I know the timeline of Ancient Egypt and how this fits in chronologically with other civilizations.</li> <li>• I know that artefacts found and methods of communication (e.g. papyrus scrolls) are used to make historical claims about Ancient Egypt.</li> <li>• I know that the River Nile was essential to life in ancient Egypt for growing crops, water, fishing, trade, bricks and paper.</li> <li>• I know that Egyptian life was hierarchical and different groups played different roles in society.</li> <li>• I know how important religion was to the Egyptians.</li> <li>• I know that ancient Egyptians worshipped many gods and goddesses who were responsible for different aspects of life and death e.g. Ra, Amun, Horus, Thoth, Isis, Osiris and Anubis.</li> <li>• I know that hieroglyphs were written by scribes and were used for religious texts and inscriptions as shown on the Rosetta Stone which was discovered in 1799.</li> <li>• I know that the Ancient Egyptians were ruled by kings and queens called Pharaohs.</li> <li>• I know that pyramids were built as tombs for important people such as pharaohs.</li> <li>• I know that when a pharaoh died, priests would prepare their bodies with a process called mummification.</li> <li>• I know that Tutankhamun was born in circa 1341BC and died circa 1323 BC and his tomb was discovered by Howard Carter in the Valley of the Kings in 1922.</li> </ul>
-------	---	--	--

	<ul style="list-style-type: none"> <li>I know that archaeologists have been able to find out lots about what life was like in the Stone Age, Bronze age, and Iron age by using evidence from artwork, artefacts, monuments and animal and human remains.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the 1984 strike lasted for almost a year and became one of the most controversial and bitter disputes in the history of the colliery.</li> <li>I know that Betteshanger was the last colliery in Kent, closing in 1989, just one year short of the centenary of the discovery of coal in Kent.</li> <li>I know the social, economic, political and cultural changes brought about by mining in Betteshanger.</li> </ul>	<ul style="list-style-type: none"> <li>I know who Howard Carter was and how his work influenced global understanding of Ancient Egypt.</li> </ul>
Hazel	<p><b>Term 1 &amp; 2: The Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>I know that the Anglo-Saxons were made of three tribes (Jutes, Angles, and Saxons) who began to rain Britain from Germany, Denmark and the Netherlands.</li> <li>I know the Anglo-Saxons came to Britain to find new places to settle and farm due to flooding in Denmark and Netherlands.</li> <li>I know that the 7 Anglo-Saxon kingdoms were Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex, and Kent.</li> <li>I know that the early Anglo-Saxons were pagans who would worship Gods during festivals and make sacrifices to of objects and animals.</li> <li>I know that a Roman monk (St Augustine) was sent to tell the Anglo Saxons about Christianity.</li> <li>I can explain the etymology of place names originating in Anglo-Saxon language (e.g. 'bury' meaning a fortified place) and the presence of this in my locality.</li> <li>I know that by around AD787, there were other Scandinavian tribes known as the Vikings raiding European countries.</li> <li>I know that King Alfred the Great was the best-known Anglo-Saxon King and the first to defeat the Vikings in battle.</li> </ul>	<p><u>Term 3 &amp; 4: Geography Focus.</u> <u>See Geography Knowledge Progression.</u></p>	<p><b>Term 5 &amp; 6: Romans</b></p> <ul style="list-style-type: none"> <li>I know that an empire is a group of countries ruled by a single person, government or country.</li> <li>I know that an emperor is a man who rules an empire or is the head of state in an empire.</li> <li>I know that the first Romans lived in Italy nearly 3000 years ago and that they founded the city of Rome in 753 BC.</li> <li>I know that around 2000 years ago, Britain was made up of different tribes and ruled by the Celts.</li> <li>I know that in 55BC, the Roman General Julius Ceaser was the first to attempt an invasion of Britain to extend his Roman Empire but the Celts fought back.</li> <li>I know that Gallia is the modern-day France.</li> <li>I know that the Romans invaded Britain because they were cross with Britain for helping the Gauls (the French) fight against Ceaser.</li> <li>I know that the Romans also came to Britain looking for riches - land, slaves and most of all, iron, lead, zinc, copper, silver and gold.</li> </ul>

	<ul style="list-style-type: none"> <li>• I know that the Vikings came from the modern Scandinavian countries known as Denmark, Norway and Sweden.</li> <li>• I know that the Vikings sailed across the North Sea in boats called Long Ships. They were long, narrow ships made out of wood and were the first of their kind.</li> <li>• I know that the Vikings first invaded Britain in AD793 and that one of the first Viking raids was at Lindisfarne (a Holy Island), Northumberland where they burned down a Christian monastery.</li> <li>• I know that the Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>• I know the Vikings spoke in a language called Norse and had their own alphabet system made up of symbols called Runes which were sacred.</li> <li>• I know the Vikings were pagans, worshipping many Gods. The main Viking Gods were Freya, Thor and Odin.</li> <li>• I know that Vikings lived on farms and kept cows, pigs, and sheep for milk, wool and meat.</li> <li>• I know that Viking houses were made of stone or wood and had a straw roof with wattle and daub for the inside of the walls.</li> <li>• I know that Vikings wore jewellery to show off how rich a person was.</li> <li>• I know that Vikings used rhymes called 'sagas' to tell stories about adventures and battles against monsters.</li> <li>• I know there were struggles for power between Anglo-Saxons and Vikings.</li> <li>• I know that in Viking times, a king had to be strong to fight to keep his land. In the early 11th century, England had a weak King named Ethelred 'the Unready'.</li> </ul>		<ul style="list-style-type: none"> <li>• I know that in AD43, the new Roman emperor, Claudius, successfully invaded Britain, and many Celts agreed to Roman laws and taxes, although some still fought against the Romans.</li> <li>• I know that in AD60/61, Queen Boudicca, leader of the Iceni Tribe, led a rebellion against the Roman army but was defeated.</li> <li>• I know and can discuss the causes and consequences of Boudicca's revolt in AD 60/61.</li> <li>• I can compare and contrast the armies of Boudicca and the Roman General Paulinus.</li> <li>• I know that Hadrian's Wall was built in AD122 to defend the Northern border of the Roman Empire.</li> <li>• I know the key features of Hadrian's Wall.</li> <li>• I know why Hadrian's Wall was important to the Romans and can describe the lives of soldiers who lived there.</li> <li>• I know that the Roman army are famous for building long, straight roads in Britain.</li> <li>• I know why building a good road network was important to the Romans e.g. boosting trade and communication with the emperor.</li> <li>• I know that the Romans built new towns all over Britain with marketplaces, town halls, shops, temples and homes.</li> <li>• I know that the Romans introduced bath houses to Britain as a place to relax and meet friends.</li> <li>• I know that wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans.</li> <li>• I know that Romans worshipped their own Gods when they came to Britain e.g.</li> </ul>
--	---	--	---

	<ul style="list-style-type: none"> <li>• I know that Ethelred tried to stop the Vikings from invading by giving them gold and land and that this money was called Danegeld.</li> <li>• I know that the Anglo-Saxon laws were very similar to some we have today, although the punishments were very different.</li> <li>• I know that Anglo Saxon punishments were often brutal (e.g. stoning, whipping, exile) and would be carried out in public to act as deterrents, to discourage others from committing such crimes.</li> <li>• I know that Viking laws were not written down but passed on by word of mouth. I know that punishments could include fines, fighting to the death, or being semi-outlawed.</li> <li>• I know that William, Duke of Normandy, came to fight Harold II in the Battle of Hastings (AD 1066).</li> <li>• I know that William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.</li> <li>•</li> </ul>		<p>Jupiter, Neptune, Venus, Mars, Mercury, Apollo, Minerva, Diana, Pluto and Cupid.</p> <ul style="list-style-type: none"> <li>• I know that the Romans invented things that we still use today e.g. roads, baths, sewers and sanitation, concrete, a number system, bridges and aqueducts.</li> <li>• I know how to make deductions from archaeological sources of evidence.</li> <li>• I know how to compare and contrast homes built by the Romans in Britain with homes we live in today.</li> <li>• I understand the lasting impact of the Romans on Britain.</li> </ul>
Oak	<p><b>Term 1 &amp; 2: World War Two</b></p> <ul style="list-style-type: none"> <li>• I know how knowledge from the past is constructed from a range of sources and can deduce information about the past from these sources, giving reasons for my choices.</li> <li>• I know the timeline of World War Two and how this fits in chronologically with British History.</li> <li>• I know that Neville Chamberlain and Adolf Hitler were the leaders of the UK and Germany at the start of WW2.</li> <li>• I know which countries made up the Allies and Axis Powers.</li> <li>• I know the significant events that occurred in the outbreak of war.</li> <li>• I know that Sir Winston Churchill became Prime Minister in May 1940.</li> </ul>	<p><b>Term 3 &amp; 4: The Victorians</b></p> <ul style="list-style-type: none"> <li>• I know what is meant by 'Victorian Era'.</li> <li>• I know when the Victorian era started and ended.</li> <li>• I know the relevant dates and events to create a timeline and how this fits in chronologically with British History.</li> <li>• I know and can explain the impact and significance this period of history has had on Britain from then up until the present day.</li> <li>• I know why contrasting arguments and interpretations of the past exist.</li> <li>• I know how to use perspective to weigh up evidence and sift arguments in relation to this period in history.</li> </ul>	<p><b>Term 5 &amp; 6: The Shang Dynasty</b></p> <ul style="list-style-type: none"> <li>• I know how to use a range of sources to inform my knowledge of the past.</li> <li>• I know the timeline of the Shang Dynasty and how this fits chronologically with other ancient civilisations.</li> <li>• I know the key events during the Shang Dynasty.</li> <li>• I know who the key people were during the Shang Dynasty (such as Emperor Tang, Wu Ding and Di Xin).</li> <li>• I know who Fu Hao was and why the discovery of her tomb was historically important.</li> </ul>



	<ul style="list-style-type: none"> <li>• I know what Operation Dynamo is and where it took place.</li> <li>• I know the significance of the war in our local area, particularly the involvement of Dover Castle.</li> <li>• I know what rationing is, why it was necessary and which foods were rationed during the war.</li> <li>• I know what evacuation means and that children were evacuated during World War Two.</li> <li>• I know how and where people were evacuated to.</li> <li>• I can examine causes and results of great events and the impact on people.</li> <li>• I know what type of jobs women did during World War Two.</li> <li>• I know how the role of women differed before, during and after the war.</li> <li>• I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• I know why the Battle of Britain was a key turning point in the war.</li> <li>• I know about the most popular planes that flew in the Battle of Britain.</li> <li>• I know about the D Day landings and can explain their significance in ending the war in Europe.</li> <li>• I know that the USA joined the war following the bombing of Pearl Harbour.</li> <li>• I know what atomic bombs are and that they were used on Japan.</li> <li>• I know the atomic bombs caused Japan to surrender and the ultimate end of the war in the Pacific and therefore the end of WW2.</li> <li>• I know key facts about the events of the Holocaust.</li> <li>• I know that Hitler has an anti-Semitic propaganda campaign.</li> <li>• I know how and why Jews were subject to Nazi prejudice and discrimination during the war.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the Victorian era was a time of great industrial and technological advancement.</li> <li>• I know that the class system separated society based on their earnings.</li> <li>• I know that jobs were available to Victorian children and that some children ended up in the 'workhouse'.</li> <li>• I know the workhouse was comparable to a prison.</li> <li>• I can describe the characteristic features of the past including ideas, beliefs and attitudes.</li> <li>• I know that children from rich families did not have to work.</li> <li>• I know why only some children went to school.</li> <li>• I know that boys and girls led different lives.</li> <li>• I know that education became mandatory due to the education act.</li> <li>• I know what Victorian school was like and can describe the differences to school today.</li> <li>• I know who Dr Barnardo was and when and where he was born.</li> <li>• I know Dr Barnardo created homes for children.</li> <li>• I know there was some controversy surrounding Dr Barnardo's work.</li> <li>• I can understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• I know and can apply the correct vocabulary to written and verbal responses to the period.</li> <li>• I know how to make connections with this period of history and other national and international causes (e.g. the end of British Empire, the Windrush generation).</li> </ul>	<ul style="list-style-type: none"> <li>• I know the achievements of Fu Hao and how unusual it was to have a female military commander at this time.</li> <li>• I know the Shang Dynasty began to use bronze and jade and artistry from this time is now famous.</li> <li>• I can describe the Shang calendar - including that a week lasted 10 days and a year 360 days.</li> <li>• I know the Shang social hierarchy (classes) and can relate this to my knowledge of hierarchy in other ancient civilizations.</li> <li>• I know that archaeologists believe the higher classes had slaves.</li> <li>• I know how important religion was to the Shang people.</li> <li>• I know prayers and sacrifices were offered to a number of gods.</li> <li>• I know the importance of oracle bones in the Shang Dynasty and how they were used to ask gods questions.</li> <li>• I know the Shang Dynasty performed human sacrifices.</li> <li>• I can compare and contrast the Shang Dynasty with other Ancient civilisations I have learnt about.</li> <li>• I know the achievements of the Shang Dynasty and can describe them and compare them to others.</li> <li>• I know how the Shang Dynasty, a non-European society, provides contrasts to British history.</li> </ul>
--	--	---	---

		<ul style="list-style-type: none"><li>• I know how to create an informed response, both verbal and written, drawing on relevant historical information.</li></ul>	
--	--	---	--