

History Knowledge Progression

EYFS – Year 6

Year Group	Cycle	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Nursery		<p>Ourselfs and Autumn History focuses on short spaces of time – yesterday or during a half term break.</p> <p>Family photos – who is in it, when was it taken.</p>	<p>Celebrations Birthdays – how do you celebrate? Prompt conversations about their birthday. Bonfire night – learning about it but also talking about it after. Using the reading bear to prompt conversations about the weekend.</p>	<p>Winter and homes Historical story used from Chinese historical event – The Chinese Zodiac story.</p>	<p>Journeys Achieving a goal, referring to the past ‘things they did not used to be able to do comparing to things you can now do.</p>	<p>Growing and nature Comparing the growth of a plant from previous days or weeks. Growth of a caterpillar, comparing time periods.</p>	<p>Animals and adventures (bears, wild animals, sea creatures, dinosaurs) Dinosaurs focus on living a long time ago and introducing the idea that things no longer exist. Before transition, recap of some things/ events we have covered and what we look forward to covering in reception.</p>
Ongoing throughout nursery.		<p>Using the reading bear to prompt conversations about the weekend. Looking at books they have read to prompt chat about what happened. Discussing the weekend to prompt recall of events. Making links to previous learning . Painting of the week – to discuss the past and that people created things ‘a long time ago’. Historical photos used in provision – Castle which promotes chat about who may live in a castle ect.</p>					
Reception		<p>Families Looking at own history – Talking about the past in terms of when I was little. Before I started school.</p>	<p>Bonfire night, Christmas celebrations Differences in life in this country and life in other countries stories from the past Looking at own history – Previous celebrations within their life. Discussing memories of last Christmas/birthday.</p>	<p>Winter and homes Homes in the past life before electricity – Text Peepo. Washday Sorting now/in the past Heating water and cooking on a fire. Link to song Polly put the kettle on.</p>	<p>Journeys Journeys in the past/vehicles in the past – text Mr Grumpy’s motorcar. Text The pig in the pond – looking at a horse and cart. Boats Christopher Columbus Neil Armstrong – the moon landing.</p>	<p>Growing and nature Thinking about their past – when they were babies.</p>	<p>Animals and habitats (bears, wild animals, sea creatures, dinosaurs) Stories from the past Thinking about their past – Revisit washday washing clothes outside Life cycle of a human. Discussing the past in terms of when I was a baby. Things I could and could not do. What I was like when I started school/nursery. Memories of the past. Revisit Pig in the pond.</p>
KS1	1		<p>Discovering History Introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Children are introduced to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs. Children can begin to understand the passing of time and are able to start to develop a sense of chronology. As the children progress through the curriculum, they will build on their understanding of ways in which we know about the past, they will develop an awareness of time and build mental timelines, as well as an awareness of past realities and an understanding of historical change.</p> <p>It introduces the substantive concept of ancestry through using family trees which highlight who has lived in the past. Children will also be introduced to the Royal family tree which will provide some prior knowledge for the next unit on Kings and Queens. This will begin their understanding of the substantive concept of monarchy.</p> <p>Later in the curriculum, pupils will learn about how the power of the monarchy in Britain has changed over time (Tudors, LKS2 Law and Power and Stuarts). It also introduces pupils to the role of archaeologists. They will look at real archaeological findings, such as Must Farm, which will be looked at in more depth when the children study the Stone Age to the Iron Age in LKS2. In LKS2, pupils will deepen their understanding of archaeology when learning about Ancient Egypt.</p>		<p>Kings, Queens and Leaders Provides the foundation for understanding the changing power of the monarchy in Britain. Children will be introduced to significant events that took place across this time period e.g. Simon de Montfort’s first parliament, and Magna Carta. These historically significant turning points in British history will be looked at in more detail in LKS2 (Law and Power and The Stuarts). This provides the opportunity for children to benefit from spaced practice, which will increase children’s ability to understand and remember the significance of these events later. The substantive concept of monarchy is emphasised and built upon following the ‘Discovering Histories’. As the children progress through the curriculum, they will build on their understanding of monarchy. Later in the curriculum, pupils will learn more about how the monarchy changes (Tudors and Stuarts). They will also begin to understand the changing balance of power of the monarchy from absolute monarchy (holding total power) to constitutional monarchy (ceremonial role).</p> <p>When learning about the Magna Carta, it introduces the substantive concept of law and power (revisited in the LKS2 unit ‘Law and Power’).</p> <p>They will also explore the important role that religion has played in shaping British history</p> <p>Key substantive concepts: monarchy, law, Parliament, religion, civil war and power. Key disciplinary concepts: causation (the explanation of why events occur and why situations arise e.g., what caused the barons to force King John to seal the</p>		<p>Parliament and Prime Ministers Builds on from the ‘Kings, Queens & Leaders’. This unit also subtly introduces the disciplinary concept of continuity & change through exploring the declining power of the monarchy and the increasing influence of the Prime Minister and Parliament. This theme will be explored across the history curriculum and will help children understand constitutional monarchy and modern-day politics. Later, children will look further into constraints on the power of the monarchy when studying the unit on ‘Law and Power’ and the ‘Stuarts’ in LKS2. They will also look at development of democracy today when studying ‘Ancient Greece’, the ‘French Revolution’ and the ‘Suffragettes’ in UKS2, as well as the important role of Parliament during ‘World War I and II’. The unit focuses on the role of Parliament and who it is a group of people who make decisions about our country. Children will be taught about how the Prime Minister leads the country and decides what money, gained through taxes, should go on, again building the pupils understanding that with power comes great responsibility. The unit ends with introducing the notion of voting and democracy, these substantive concepts will be developed as pupil’s progress through the curriculum. Key substantive concepts: power, Parliament, and democracy. Key disciplinary concepts: historical significance, and continuity & change.</p>

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			Key disciplinary concepts: sources & evidence and historical significance (what is important from our past that we should learn about today).		Magna Carta) and sources and evidence (we know about the Magna Carta as it was written down).		
	2		<p>Powerful Voices The unit begins by looking at Mohandas Karamchand Gandhi. Gandhi was an activist, born in India, who fought for independence for India from British colonial rule. The children can use their knowledge of what an empire is (from the Romans in Britain unit) to understand that at this time India was part of the British Empire. The children will build on their knowledge of the British Empire, and the impact on India, in UKS2. Children will also be introduced to the American Civil Rights movement and look at the lives of Rosa Parks and Martin Luther King. They will build on this knowledge in KS2, including comparing the American Civil Rights Movement with similar movements in the UK when they study the History of Human Rights and Equality. Children will also learn about Malala, who spoke up when girls where she lived in Pakistan were forbidden to go to school. Across the KS2 curriculum, the children will look at equality and how women in the past did not have equal rights to men. They will study the lives of women in most units and will look in depth at women’s rights when they study the Suffragettes and the History of Human Rights and Equality. Key substantive concepts: empire, protest, civil rights, and equality. Key disciplinary concepts: sources & evidence, historical significance and continuity & change.</p>		<p>Romans in Britain Provides children with an early understanding of the Roman Empire in the familiar context of Britain, which will be built on in later years. This unit introduces the key substantive concept of empire. Before this unit, they will have some understanding of power and monarchy (Kings and Queens and Parliament and Prime Ministers). This will enable them to develop a basic understanding of an empire being a ‘group of states and/or countries ruled over by a single person or ruling power’. The Romans are studied in more detail with the units Life in Ancient Rome and The Rise and Fall of the Roman Empire in LKS2. Throughout the curriculum, their understanding of the concept of empire will grow and develop, some examples include: LKS1 Ancient Egyptian empire, Ancient Greek empire, UKS2 Mongolian Empire; Early Islamic Empire, British Empire, Mughal Empire, French Empire. This understanding of empire will support our pupils when they go onto study the World Wars and the Cold War in UKS2. In KS2, the children will be able to use what they know about the Romans in Britain (.e.g. Julius Caesar’s invasion, the Iceni tribe) when they learn about Prehistoric Britain (before the Roman era) and the Anglo Saxons and the Vikings (post the Roman era), which will help children to develop a sense of chronology, and develop a deeper understanding of life in Britain before and after the Roman invasion. Key substantive concepts: empire, invasion, rebellion and civilization, which will be revisited throughout the curriculum. Key disciplinary concepts: sources & evidence (how we know about the Romans from the things they left behind, included written sources), and continuity & change (how the Roman invasion changed life in Britain).</p>		<p>Tudors This unit provides children with an introduction to the Tudor monarchs. Building on from the Kings, Queens & Leaders unit, this unit aims to deepen pupils’ understanding of how Britain in the past was ruled. Henry VIII’s father Henry VII is briefly discussed in this unit, however, pupils will have an opportunity to learn about him in more depth when studying ‘The War of the Roses’. A key substantive concept covered in this unit is religion. Through storytelling, the children learn about the English Reformation and learn about some of the religious changes that took place. The pupils will look at how the monarchy and ruling classes imposed religious beliefs on the people, often by force, and how religious tolerance and freedom of belief did not exist at this time. This provides a foundation for understanding religious conflict and persecution, which will be built upon in subsequent years (the Stuarts and the Gunpowder Plot). The unit begins looking at life in Tudor England, allowing children to compare-and-contrast life between the rich and poor, and between men and women. This is a theme which is explored across the curriculum and aims to inspire children to discuss social inequality and discrimination. The sequence of lessons in this unit has been designed to provide children with a firm foundation for understanding key substantive concepts, such as monarchy, power and religion, which will be revisited again as children progress through the curriculum. Key disciplinary concepts: sources & evidence, historical significance and similarities & differences.</p>
LKS2	1	<p>Stone Age to the Iron Age Builds on from ‘Discovering History’ in Y1 which introduces children to the idea of ‘prehistory’. Children will build upon their knowledge of the history of Britain. This unit leads on well to the study of Ancient Egypt as children will be able to look for similarities and differences between civilisations in Britain and Europe, with the advanced civilisation in Egypt in Africa at some of the same points in time. Key substantive concepts: society-looking at how people lived, migration, religion, trade and how conflict between warring</p>	<p>Ancient Egypt Children will learn about what life was like in ancient Egypt, with a focus on developing disciplinary knowledge by looking at how we know so much about them. Key substantive concepts: civilisation, society, power, hierarchy and religion. Key disciplinary concepts introduced are sources & evidence (looking at how we know about life in Ancient Egypt from the things left behind), and similarities and differences. Children can build upon their knowledge in Egypt later on in the Art curriculum, where children will learn more about the Great Sphinx, the bust of Queen Nefertiti and the death mask of Tutankhamun.</p>	<p>The Anglo Saxons, Scots and the Vikings Builds on the children’s understanding of the substantive concepts of migration, invasion, settlement, religion and monarchy. During this period, England was not a united country but was separated into kingdoms, each ruled by different kings. The children can apply their geographical knowledge of England to look at Anglo Saxon kingdoms and locate their school within one of them. They can also apply their knowledge of Europe, including Northern Europe, to locate where the Anglo Saxons and Vikings originated from. This unit ends with the Battle of Hastings in 1066, which leads on chronologically on to Law and Power. Throughout the curriculum, the children will build on the concepts developed in this unit, such as migration and religion in England from 1066.</p>	<p>Law and Power (1154-1272) Builds on from the ‘Kings and Queens’ unit in Y1 and explores in more detail some of the significant people and events that took place in the middle ages, such as the sealing of the Magna Carta and Simon de Montfort’s ‘Parliament’. Before this unit, children should have a basic</p>	<p>The War of the Roses Builds on from ‘Law and Power’ focusing on the last Plantagenet monarchs. Concepts explored: civil war and monarchy build on from previous learning in KS1 (Kings and Queens; The Tudors). Children have previously learned about the Tudor dynasty, which begins following the end of the War of the Roses. Children look at how and why contrasting interpretations of the past have been constructed, first looking at how Henry VI has been portrayed as a ‘mad, king’, and debating whether or not Richard III murdered the princes in the tower. Builds on children’s previous understanding of the substantive concepts of monarchy, power and civil war. These concepts will be studied again in LKS2 and beyond, in relation to the history of Great Britain in The Stuarts and the fall of the monarchy in France during The French Revolution. Children will also further develop their understanding of how historians use evidence to make arguments.</p>	

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	<p>tribes resulted in the need for weaponry and protection. Key disciplinary concepts: sources & evidence (looking at how we know about life in Britain during the Stone Age to the Iron Age from the things left behind), and continuity & change (looking at how life in Britain changed/stayed the same during this time, e.g. how the introduction of farming made a significant change to how people lived their lives).</p>			<p>understanding of law under the Romans and Anglo Saxons. Key substantial concepts: law, monarchy, democracy and religion. Children will be looking at the restraints put on the power of the monarchy by both the people and the church. This theme, previously studied in the Kings and Queens and Henry VIII and the Tudors units, and will continue to be built upon across the curriculum, both in regards to national history (e.g. The Stuarts LKS2) as well as in the wider world (French Revolution). This unit focuses on the early Plantagenet monarchs; following this unit, the children will learn about the Plantagenet dynasty when studying the War of the Roses.</p>	
2	<p>Ancient Greece It elaborates on substantive concepts of power and democracy which were first developed in Y1 in 'Kings and Queens' and 'Parliament and Prime Ministers', deepening children's understanding of both.</p> <p>Children will encounter Alexander the Great and will learn about how he built a vast empire. Later in the curriculum, children will be able to contrast his achievements with other military leaders as the concept of empire is revisited (e.g. the Roman Empire, The British Empire and Napoleon's empire).</p> <p>Key substantive concepts: power, democracy, empire, and civilisation.</p>	<p>Life in Ancient Rome Builds on children's understanding of Ancient Rome KS1. Children will have learned that the Greeks</p>	<p>The Rise and fall of Rome Building on the previous unit, the children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. This unit will help children to understand how power and influence was important to the success of the Roman Empire, but ultimately how the struggle for power led to the fall of the Empire. Key concepts: empire, civilisation, conflict and religion. This unit explored the Pax Romana, a time that children may later link to the enlightenment and the Islamic Golden Age in forthcoming history units.</p>	<p>The Stuarts This unit builds on from the 'Kings and Queens' unit in KS1. It dives deeper into the changing power of the monarchy during the 17th century.</p> <p>This unit is focused on the key substantive concepts of monarchy, law, religion and war, providing children with important knowledge that will support their learning in UKS2. In particular, this unit develops an early understanding of the changing role of monarchy and parliament which will be built on during UKS2, where the children will focus on the 18th century through to the present day. The children will also be able to use their knowledge of the English Civil War learned during this unit to compare and contrast with more recent wars, such as World War I and II as well as the events of the French Revolution. Furthermore, this unit will help provide the political context of the British Empire.</p>	

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	<p>Key disciplinary concepts: sources & evidence (looking at how we know about life in Ancient Greece) and children begin to look at similarity and difference (how the lives between rich/poor and males/females differed in this period).</p>	<p>influenced the Romans. The children build on the concept of Empire. Children build on their knowledge of earlier civilizations including Ancient Egypt and Ancient Greece. They learn about the changing political context of Rome, building on their knowledge of government and democracy. The will also look at similarities and differences between democracy in Rome and Britain today. When looking at Pompeii, children will learn how artefacts are used to find out more about the past. Building on knowledge from 'The Stone Age to the Iron Age' and 'Ancient Egypt'. Key substantive concepts: Empire, Civilisation, Government and Democracy. They will build upon their knowledge of Ancient Rome in the next unit on the Rise and Fall of Rome.</p>	
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UKS2	1	<p>The Early British Empire Builds on children’s previous knowledge of British history from the 16th to 18th century. The children begin by revisiting monarchs previously studied, such as Elizabeth I and James I, to set the context. Children will then learn about some of the significant decisions and events that took place during the reigns of these familiar monarchs that resulted in the birth and expansion of the British Empire. This unit will also look at the role that the empire played in global trade and how some wealthy British people were able to benefit from this. The important concept of trade is studied across the curriculum, from trade in prehistoric Britain to global trade today (UKS2 Globalisation). This unit builds on prior knowledge on ‘empire’ and supporting children with understanding the time periods being studied by placing the Early British Empire on a timeline with monarchs previously studied during the curriculum. Key substantive concepts: empire, trade, power and war. Key disciplinary concepts: causation, sources and evidence and interpretation.</p>	<p>The Transatlantic Slave Trade Children will build their knowledge of slavery e.g. from learning about the Ancient Egyptians and when they looked at Roman society. The children will also already have background knowledge of the British Empire, and how European powers colonised, competed and traded goods across the world. During this unit, the children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place. Key substantive concepts: slavery, empire, migration, resistance and revolt. Children will look in more depth at African civilisations and empires, and will study Western African Art, including the Benin Bronzes. They will be able to use their knowledge of resistance and revolts when they study the French Revolution, and they will look at the role of the Empire and the Transatlantic Slave Trade during the Industrial Revolution and Victorian units. The children will also build upon their knowledge from this unit when they look at human rights and equality.</p>	<p>The Industrial Revolution During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor; a theme that has been explored across the curriculum. This unit concludes by focusing in on the treatment of working children at this time. Throughout the curriculum, the children have learned about the lives of children in the past and in this unit, they will look at the lives of poor children during the 18th and 19th centuries. They will be given the opportunity to recall what they learned in this unit when they study the History of Human Rights and Equality and look at children’s rights today. During the next unit on the Victorians, the children will build upon their understanding of what life was like for</p>	<p>The Victorian Age The children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch, including her involvement with the British Empire. In addition to the political context of this time, this unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor. The children will also learn about more positive aspects of the Victorian period, looking at the significance of the Great Exhibition and the growth in technology and new discoveries made by the Victorians. This will build on children’s previous learning about the Industrial Revolution. Key substantive concepts: monarchy, industrialisation, urbanisation, empire, imperialism and poverty. This unit provides a historical context when the children learn about the Suffragette movement. The children will also gain some background knowledge regarding the British Empire and Britain’s position in the late 19th and early 20th century, which will support their understanding when they begin their unit on WWI.</p>	<p>World War I Builds on chronologically from prior learning and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of WWI on Britain, and the wider world. This unit develops concepts of empire and War. An understanding of the role that empire played in European politics at this time is essential to understanding the growing tension that eventually sparked the WW1. They use their existing knowledge of the British Empire to understand how the desire to create vast empires, and the growing conflict, distrust and dislike among European powers meant that the assassination of one person- Archduke Franz Ferdinand- was enough to spark a world war. Children will be able to apply their knowledge of</p>	<p>The Suffragettes The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt. This unit begins by looking at democracy in Britain up until the 19th century. The children will build on their knowledge of British democracy, including the role of Parliament and prime ministers. Across the curriculum, they have learned about the changing power of the British monarchy and the rise of Parliament. However, in this unit the children are taught about the realities of democracy in Britain at this time, which they can compare with their knowledge of democracy today. Key substantive concepts: feminism, suffrage, equality and democracy. Key disciplinary concepts: sources and evidence and similarities & differences.</p>
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				poor, young people at this time.		previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and WWI. Historians have argued that WWI was the first modern war and the children will be able to discuss the reasons behind this. They will use their knowledge of industrialisation to look at how the role of new technology resulted in the introduction of new weapons. Children will continue to build upon their understanding of war tactics when they study WWII and the Cold War. Vocabulary learned such as 'rationing' and 'conscription', will be used again when the children study WWII. Children will learn about the Treaty of Versailles, which they will revisit when they learn about the causes of WWII. They also learn about the 'Representation of People Act', which will be studied in more detail (Suffragettes). Key substantive concepts: empire and war,	
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						<p>propaganda, imperialism, patriotism, nationalism, invasion, and democracy. Key disciplinary concepts: causation, consequence, similarities & differences (how the war was experienced differently by different people), continuity and change (in terms of warfare) and sources & evidence.</p>
2	<p><u>Rise of Hitler and World War 2</u> Children will recall previous learning about WW1 and look in more detail at the Armistice and Treaty of Versailles, focusing on this from a German point of view. During this unit the children will build on their understanding of the substantive concept: Nationalism. The children will learn about the nationalist political party known as the Nazi party, and how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education. This unit will introduce and revisit concepts and vocabulary including: refugee/ refugee, concentration camp, racism, and nationalism. At the end of the unit, the children will look at the outbreak of the Second World War which will be supported their understanding in WWII unit.</p>	<p><u>World War 2 and The Holocaust</u> Children build on their knowledge of the causes and outbreak of WWII. Children will make connections between what they learned about World War I and other wars in the past. The unit begins by securing essential background knowledge about the war before looking in more depth- including when and where it took place, and who was involved. The concept, conquer will be built upon, looking at the countries conquered by Germany. In previous units, including 'WWI' the children have learned about the lives of soldiers, including life in the trenches, and have discussed how battles took place on land, in the air and at sea. In this unit, children will look in more depth at the role that intelligence and code-breaking played in winning the war. While a significant emphasis of this unit is on Britain and the war, children will also learn about a related event of global significance that took place at this time- the Holocaust. The children will build upon their knowledge of Nazi Germany, and look at what happened following the rise of Hitler and the Nazi party. Throughout the curriculum, the children have looked in some detail at groups of people from the past who were ostracized, ill-treated and even killed as a result of their beliefs, ethnicity or race. This unit will introduce a new concept: genocide. Key vocabulary and concepts taught previously will be recalled in this unit, including: Home Front, Propaganda and Rationing. Some of the knowledge and concepts explored in this unit will be built upon when the children learn about the 'Cold War' and when children look at the 'History of Human Rights.'</p>	<p><u>Baghdad AD9000</u> This unit builds chronologically from the Romans unit in LKS2. This unit covers the National Curriculum requirements to study a non-European society that provides contrasts with British history. The unit offers an opportunity for children to compare the construction of Baghdad with other European settlements they have studied, for example the rebuilding of London after the Great Fire of London. In this unit, children look at the location of Baghdad as a crossing point for traders due to</p>	<p><u>French Revolution</u> This unit builds on chronologically from the unit on the 'Early British Empire'. As part of this unit, children will analyse sources, learning about the lavish lives of King Louise XVI and Marie Antoinette. The children will be encouraged to recall previous learning about Charles I of England, and compare his fate with the king and queen of France. In addition, the children will be encouraged to retrieve previous learning about social divisions and hierarchy from across the curriculum. The children have studied social hierarchy when learning about a number of societies in the past, including the Ancient Egyptians, the Romans and the Tudors. In this unit the children will learn about how French society was divided into three 'estates'- the first estate being the clergy, the second being the nobles, and the third being the working people (who were the only ones to pay tax- the concept of tax is one that has been studied before in 'Law and Power') Key substantive concepts: society, social hierarchy, monarchy, republic, empire, and battle. The children will build upon these concepts, looking at society and social division in Britain during the 19th century in units taught later on in the year (e.g. the Industrial Revolution).</p>	<p><u>The Cold War</u> Chronologically following on from the 'WWII' unit, this unit will challenge the pupils to consider how the Cold War differed from other wars they have previously studied. 'The unit begins by recapping on essential prior knowledge acquired from the 'WWII' unit, focusing on the relationship between the USA and the Soviet Union in the 1940s. This allows the children to build on their substantive concept of alliance: an agreement between states for mutual support in case of war. The first lesson then introduces the concepts of</p>	<p><u>History of Human Rights</u> Provides children an opportunity to apply their knowledge from across the curriculum to enable them to study an important theme - the history of human rights and equality. Throughout the curriculum, the children have gained a coherent and chronological understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicity, religion, and gender. Children can use this knowledge to enable them to make connections, think critically, and use evidence to support their judgements. Building on their knowledge of WWII, they learn that the United Nations established the Universal Declaration of Human Rights. They have previously learned about Winston Churchill, and they learn that he helped to establish the Council of Europe, which introduced the 'Convention for the Protection of Human Rights and Fundamental Freedoms'. They will reflect upon and retrieve previous learning from across the curriculum, looking at the ways human rights have both been violated and protected through time, e.g. the Magna Carta. Children will begin to look at women's rights, building on previous learning, including the unit 'The Suffragettes'. Children will use their knowledge to evaluate similarities and differences between lives of women in 1918 and today. They will discuss significant women they have learned about such as Boudicca, Elizabeth I, Emmeline Pankhurst, Malala Yousafzai and Queen Victoria. The children will move on to looking at the Universal Declaration on the Rights of the child, and again are supported to retrieve and apply their knowledge of children from the past. They will analyse how perspectives of children and childhood have changed over time, using their knowledge from history (e.g. children in the Industrial Revolution, the Spartans, Hitler's idea that "whoever has the youth has the power"). They will analyse changes and look at similarities and differences in Britain over time. They will then learn about race and ethnicity, and will explore in depth the concept of immigration- a concept that has been built upon across the curriculum- ensuring that children understand that Britain has been a diverse country for centuries. They will discuss perspectives from the past and look at racial inequality- comparing the American Civil Rights movement to similar movements in the United Kingdom. They will be building on their knowledge of Britain's diverse and rich history and discussing sensitive topics such as the Transatlantic Slave Trade. Following this, they will look at the human right to 'freedom of thought, conscience, and belief'. They will retrieve previous learning on the history of religion in Britain, reflecting upon religious intolerance and persecution, and looking at laws in place today to protect citizens. This will enable children to apply knowledge from a wide range of time periods, including the Anglo Saxons, the Tudors, and the Stuarts. Key substantive concepts: immigration, empire, religion, race, and law. The children need to understand that people in the past held different beliefs to what many people believe today. As historians, we do not judge the people of the past, but seek to understand the truth, analysing what happened, reasons why, evaluating causes and consequences, and looking at continuity and change over time. This unit builds on children's substantive and disciplinary knowledge from across the entire curriculum and provides them with a secure foundation of knowledge.</p>

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				<p>its proximity to the River Tigris. Children will use their prior knowledge of what factors lead to settlements developing locations to understand why Caliph Al-Mansur built Baghdad. During this unit, children are building on well-established substantive concepts of power, religion, civilisation and conflict. They also have a chance to build on their ideas of scholarship and wisdom through looking at the focus on academic study in Baghdad in c.900CE. Key substantive concepts: dynasty, empire, civilisation, and invasion. Key disciplinary concepts: continuity & change, and sources & evidence.</p>		<p>capitalism and communism. As part of this unit, children will discuss the question, 'Who do you think won the space race?' The children will have an opportunity to discuss this and then decide for themselves who they believe won the space race. This will develop the children's disciplinary knowledge in analysing and evaluating historical interpretations. Building on from the 'Rise of Hitler' unit, the pupils will learn that controversially both sides of the superpowers employed scientists that were former Nazis.</p>	
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