

BOSTON WEST ACADEMY

---

# HISTORY KNOWLEDGE PROGRESSION OVERVIEW

---

Sept 2021



Y1 History overview

<p>Term 1/2 (Harvest/Homes) <b>Changes within living memory</b></p> <p>Homes and the High Street (Boston- Link to geography)- now and in the past</p> <p>Local history-Using photographs to explore places, buildings in Boston</p> <p>What is the same, what has changed over time?</p> <p>Remembrance</p>	<p>Prior Learning: EYFS</p> <p><b><u>Understanding the World—</u></b> <b><u>Past and Present</u></b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Children have discussed special events and celebrations throughout the year.</p>	<p>Next Steps:</p> <p>Year 1 Term 3/4 extend understanding beyond living memory when looking at significant people who lived a long time ago.</p> <p>Year 2- term 4/5 Transport and travel topic significant individuals</p>
<p>Term 3/4 (Superheroes) <b>Chronology/ Significant People/ changes within living memory</b></p> <p>Me now and then – changes within living memory.</p> <p>Nurses- Florence Nightingale and Mary Seacole,</p>	<p>EYFS: Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Year 1- term 5/6 extending personal experiences (within living memory) of the seaside to beyond living memory</p>

<p>Term 5/6 Seasides/Pirates) <b>Significant People</b></p> <p>The seaside now and in the past</p> <p>Grace Darling</p> <p>Should we call Grace O'Malley a Pirate?</p>	<p>EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Year 2- term 4/5 Transport and travel topic significant individuals</p>
--	--	--

**Visits and Outdoor learning:** Visit to Boston  
**Significant historical events, people, and places in their own locality:** Visit to Boston, looking at important buildings and the high street now

<p><b><u>Historical Enquiry</u></b></p> <p>I know how to ask and answer basic questions about the past using simple sources given by the teacher, (observe and handle pictures, photographs and artefacts)</p> <p>I know the difference between fact and fiction.</p>	<p><b><u>Historical Interpretation</u></b></p> <p>I know that there are some different types of evidence and sources that represent the past (e.g., photographs, stories adults talking about the past, BBC website)</p>	<p><b><u>Chronological Understanding</u></b></p> <p>I know how to sort or sequence some historical artefacts and events</p> <p>I know how to talk about memories and changes that have happened in my life and within living memory.</p>	<p><b><u>Historical communication</u></b></p> <p>I know how to use some key historical vocabulary related to each topic (provided by the teacher)</p> <p>I know how to use drawing, writing, ICT, drama and roles play to communicate what I understand about the past</p>	<p><b><u>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</u></b></p> <p>I know and can talk about significant people or an event the past.</p> <p>I know how to describe some things that are the same and different the past and present (now)</p> <p>I know how to find out and talk about historical events, people and places in my own locality</p>
---	--	--	--	--

**General Historical Vocabulary**

order, sort, before, after, remember, living memory, first, last, beginning, real, imaginary, true, false, source, same, different, oldest, newest, modern, now and then, past, present, future, artefact, replica.

Link to maths- [passing of time, months of the year.](#)

<b>Year 2</b>				
<b>Term 1/2 Fire and Ice</b> <b>Events beyond Living memory (significant nationally and globally)</b> The great Fire of London  Remembrance		<b>Prior Learning:</b> Year 1 – talk about events within living memory and beyond living memory (approx100years)		<b>Next Steps:</b> Year 3 Chorology, extending their understanding of chronology further to BC/ AD Year 6- how was London changed after the Blitz
<b>Term 3/4 Events beyond Living memory (significant nationally and globally)</b>  Castles (comparing to how we live)  (Lincoln / Tattershall castle)		Year 1- Homes and the high street, use of artefacts and replicas. How their grandparents used to live?		Continue the theme of what were homes like (and how people lived) Year 3 Stone to Iron age (round houses) Roman villas.
<b>Term 5/6 Travel and Transport</b> <b>Significant people who have contributed to national and international achievements:</b>  Explorers/inventors– The Wright Brothers / Amelia Earhart, Sir Joseph Banks.  Brunel		Year 1- significant individuals and their impact National and international life. Year 1 Sea sides. How did people travel to the seaside in the past?		Year 5- Journeys.  The legacy of individuals and nations- Greece and the impact they have on our lives today.  The Victorians-
<b>Visits and Outdoor learning:</b> Visit to Lincoln or Tattershall castle <b>Significant historical events, people and places in their own locality:</b> Sir Joseph Banks Local history-exploring castles in our locality.				
<u><b>Historical Enquiry</b></u>  I know how to ask and answer questions about the past using different sources provided by the teacher (observe and handle pictures, photographs, and artefacts)  I know how to think of my own questions and choose sources to find out about	<u><b>Historical Interpretation</b></u>  I know how to explain that there are different types of evidence and sources that represent the past (e.g., photographs, stories adults talking about the past, BBC website)  I know how to compare pictures and photographs of people and events in the past.	<u><b>Chronological Understanding</b></u>  I know how to order dates from earliest to the latest on a timeline  I know how to sequence a small number of pictures, artefacts, or events.	<u><b>Historical communication</b></u>  I know how to use historical vocabulary to retell stories and events from the past and topics I know how to use drawing, writing, ICT, drama, and roles play to communicate what I understand about the past, annotated photographs, ICT, class displays	<u><b>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</b></u>  I know how to describe the lives of important (significant) people and key events from the past.  I know how to talk about similarities and differences between ways of life in different times.

the past.	I know how to use stories and accounts to know the difference between fact and fiction.			I know how to talk about historical events, people and places in my own locality
-----------	---	--	--	--

**General Historical Vocabulary**

Order, sequence, before, after, remember, memory, living memory, first, last, beginning, real, imaginary, true, false. fair, unfair, same, different, source, evidence, oldest, living memory, beyond living memory, newest, modern, now and then, past, present, future, artefact, replica  
 Link to maths- passing of time, months of the year.

<b>Year 3</b>				
<b>Term 1/2</b>  <b>Changes from the Stone Age to the Iron age</b>		<b>Prior Learning:</b> Year 2 using sources. Placing events and time periods on a time line		<b>Next Steps:</b> Year 3 Roman study. Romans- comparing and contrasting. Continuing the narrative of British history and changes in ways of life through the ages.
<b>Term 3/4</b>  <b>Roman Empire and its impact on Britain.</b>		Year 3 Autumn term- Stone age to Iron age		Year 4- Anglo Saxons, Viking, and Scots settlements
<b>Term 5/6</b>  <b>Local History study - Has Boston always been here? (Maps through the ages)</b> <b>Buildings and events</b>		Year 1 Where I live/ homes		Year 4- Medieval trade and Hansa league
<b>Visits and Outdoor learning:</b> Visit to Flag fen and or The Collection at Lincoln, Creating celtic round hous structures DT link <b>Local History/ Visits:</b> Fieldwork around the town and school area to notice changes over time				
<b><u>Historical Enquiry</u></b>  I know how to use a range of sources to ask and answer a question about the period, (observe and handle pictures, photographs, and artefacts, noticing small details-artefacts, pictures).  I know how to select and organise historical information to answer questions including some	<b><u>Historical Interpretation</u></b>  I know how to identify and give reasons for the different ways the past is represented (through pictures, photographs etc) I know how to compare two different versions of a past event (e.g., pictures and photographs)  I know how to look at different sources can begin to talk about how useful they are.	<b><u>Chronological Understanding</u></b>  I know how to place the time studied on a timeline.  I know how to sequence several events, artefacts, or figures (in terms relating to the unit being studied)	<b><u>Historical communication</u></b>  I know how to use and understand an increasing range of historical vocabulary  I know how to present ideas based on my own research about a period studied (with teacher guidance)  I know how to present and communicate ideas (simply) through using models, drama, role play and writing including letters, recounts, poems, adverts, diaries, posters and guides, annotated	<b><u>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</u></b>  I know how to identify key features and events in the time studied.  I know how to find out about everyday lives of people in the time studied and compare with life today.  I know that there are reasons why people in the past acted

<p>of my own.</p> <p>I know how to use text books, the library, and websites for research.</p>			<p>photographs, ICT, class display/ museum</p>	<p>as they did.</p> <p>I know how to talk about some changes over a period and give simple reasons for these changes.</p>
--	--	--	--	---

<p><b>General Historical Vocabulary</b></p>
<p>Order, sequence, before, after, remember, memory, first, last, beginning, real, imaginary, true, false, fair, unfair, same different, duration, decade, century, timeline, period, evidence, source, ancient, modern, remains, ruins, artefact, replica, archaeology, empire, civilisation, rule, conquer, empire, invasion, reigned, kingdoms</p>



Year 4				
<b>Term 1/2</b>  <b>Where did the earliest civilizations appear?</b>  <b>In depth study about Ancient Egypt</b>		<b>Prior Learning:</b> Year 3- chronology, placing time periods on a timeline		<b>Next Steps:</b> - Year 5= The Greeks Year 6 - Mayan civilisation Compare and contrast ancient civilisations.
<b>Term 3/4</b>  <b>Anglo Saxons, Vikings, and Scots settlements in Britain</b>		Year 3- Stone to Iron age The Romans		Year 5-Journeys and the Pilgrim Fathers. Comparing why people have come to and left Britain
<b>Term 5/6</b>  <b>Local Study Medieval Boston and the Hansa Traders (the importance of water to the town)</b>		Year 1- Home and the high street topic Year 3 – has Boston always been here (maps)		Year 5-Pilgrim Fathers/ journeys  Year 6-enquiry study of The Stump
<b>Visits and Outdoor learning:</b> <b>Local History/ Visits.</b> Hansa day workshop				
<u><b>Historical Enquiry</b></u>  I know how to use a range of source in a way that goes beyond a simple observation to ask and answer a variety of questions about the past.  I know how to select and organise historical information to build up a picture of one aspect of the past (an event/ ways of life) answering questions, including some of my own.	<u><b>Historical Interpretation</b></u>  I know how to identify and give reasons for the different ways the past is represented (through pictures, photographs etc.)  I know how to compare different versions of an event and begin to explain why they might be different.  I know how to look at different sources and can talk about how useful they	<u><b>Chronological Understanding</b></u>  I know that a timeline can be divided into BC/ BCE and AD/CE  I know how to sequence several events, artefacts, or figures (in terms relating to the unit being studied) including those that are sometimes further apart.	<u><b>Historical communication</b></u>  I know how to use and understand an increasing range of historical vocabulary  I know how to present ideas based on my own research about a period studied (with teacher guidance)  I know how to present and communicate ideas (simply) through using models, drama, role play and writing including letters, recounts, poems, adverts, diaries, posters and guides, annotated	<u><b>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</b></u>  I know how to identify key features and events in the time studied.  I know how to find out about everyday lives of people in the time studied and compare with life today.  I know how people and events in the past have influenced life today

I know how to use text books, the library, and websites for research	are.		photographs, ICT, class display/ museum	I know that there are connections and contrasts between aspects of History, people, and events.  I know that there are changes over a period and give reasons for these changes.
--	------	--	--	--

**General Historical Vocabulary**

Order, sequence, before, after, remember, memory, first, last, beginning, Real, imaginary, true, false. Fair, unfair, same different., decade, century, timeline, period, duration, century, decade, evidence, source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, similarity and difference, civilisation, empire, rule, conquer, invasion, reigned, kingdoms

<b>Year 5</b>				
<b>Term 1/2</b> <b>Space Race</b> <b>Victorians</b>		<b>Prior Learning:</b> EYFS- space topic Year 2 -Inventors and explorer		<b>Next Steps:</b> British History post 1066 World War II
<b>Term 3/4</b> <b>Ancient Greece (a study of their life and achievements and the impact on the western world)</b>		Year 4- Year 4 – Ancient Egypt, comparing ways of life in ancient civilisations.		Year 6- Year 6- Mayan study, comparing ways for life in different civilisations
<b>Term 5/6</b> <b>Local history</b> <b>Journeys/ Pilgrim Fathers</b>		Building on the knowledge and understanding of our locality in the past across each year group. Anglo Saxon, Viking, and Scot’s settlements- why people have invaded and settled		Year 6- Local study- developing a broader understanding across a longer period of time
<b>Visits and Outdoor learning:</b> <b>Local History/ Visits.</b> Guild Hall / Pilgrim Fathers memorial				
<b><u>Historical Enquiry</u></b>  I know how to recognise when I am using primary and secondary sources of information to investigate the past. I know how to select and organise a range historical information to build up a picture of life in the time studied.  I know how to investigate my own questions ( line of	<b><u>Historical Interpretation</u></b>  I know how to compare different versions of an event and give some reasons why they might be different.  I am beginning to know how to consider the accuracy of primary and secondary sources.  I know how to look at different sources can talk	<b><u>Chronological Understanding</u></b>  I know how to sequence an increasing number of significant events and dates for the time studied  I know how to place a current study on a time line in relation to other times in history studied  I know how to use terms and dates to describe historical events	<b><u>Historical communication</u></b>  I know how to use an increasing range of historic vocabulary and words for each time period (beginning to include some abstract terms such as democracy, civilisation)  I know how to plan and present an independent project about a period studied  I know how to present and organise ideas about the past using	<b><u>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</u></b>  I know how to identify and describe key features and events in the time studied. I can find out about everyday lives of people in the time studied and compare to different time periods  I know how to study the lives of different aspects of different people such as Men

<p>enquiry)</p> <p>I know how to use text books, the library and websites for research</p>	<p>about how useful they are.</p>		<p>detailed discussions and debates using different genres of writing such as myths, instructions, accounts, diaries, letters, information and travel guides, poster and news reports.</p>	<p>and women.</p> <p>I know how to describe connections, contrasts and trends over time in everyday life.</p> <p>I can talk about changes over a time period and give reasons for these changes.</p> <p>I know how to compare and contrast Ancient civilisations</p>
<p><b>General Historical Vocabulary</b></p>				
<p>decade, century, timeline, time period, duration, intervals, century, decade, evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, propaganda, opinion, continuity, change, cause and consequence, similarity, difference, reign, rule, empire,</p> <p>democracy, civilisation, rule, reign, invade, social, political, economic, cultural, religious</p>				

Year 6		
<p><b>Term 1/2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>World War II</p>	<p><b>Prior Learning:</b> Remembrance</p>	<p><b>Next Steps: KS3 History curriculum area:</b> Challenges for Britain, Europe, and the wider world, 1901-present. Ideas, political power, industry, and empire in Britain, 1745-1901.</p>
<p><b>Term 3/4 A non-European society that provides a contrast with British history</b></p> <p>The Mayan Civilization</p>	<p>Year 4 Egyptians and overview of ancient civilisations</p>	<p><b>Next Steps: KS3 History curriculum area:</b> At least one study of a significant society or issue in world history and its interconnections with other world developments.</p>
<p><b>Term 5/6 Local Study</b> Boston Through the Ages</p> <p>What can the buildings of Boston tell us about life in the town through the ages?</p> <p>Focus on St Botolph's church as a site full of primary and secondary sources</p>	<p>During the key stage the children will have been building knowledge of their locality and the historical skills to engage in an enquiry-based topic</p>	<p><b>Next Steps: KS3 History curriculum area:</b> The development of the Church, state and society in Britain, 1509-1745.</p> <p>A local history study.</p>
<p><b>Visits and Outdoor learning:</b> Visits into Boston to use The Stump as a source for enquiry <b>Local History/ Visits.</b></p>		

<p><b><u>Historical Enquiry</u></b></p> <p>I know how to recognise when using primary and secondary sources of information to investigate the past.</p> <p>I know how to select and organise a range historical information to build up detailed picture life in the time studied.</p> <p>I know how to investigate my own questions (line of enquiry)</p> <p>I know how to use text books, the library, and websites for research</p>	<p><b><u>Historical Interpretation</u></b></p> <p>I know how use a range of sources and think of reasons why they may be different.</p> <p>I know how evaluate primary and secondary sources for accuracy</p> <p>I know that people in the past represent events and ideas to persuade others. (propaganda)</p>	<p><b><u>Chronological Understanding</u></b></p> <p>I know how to sequence an increasing number of significant events and dates on a timeline (using BC and AD) accurately.</p> <p>I know how to place a current study on a time line in relation to other times in history studied</p> <p>I know how to use terms and dates to describe historical events</p> <p>I know that some historical events/periods happened concurrently (at the same time)</p>	<p><b><u>Historical communication</u></b></p> <p>I know how to use a good range of historic vocabulary and words for each period (beginning to include some abstract terms such as democracy, civilisation)</p> <p>I know how to plan and present an independent project about a period studied</p> <p>I know how to present and organise ideas about the past using detailed discussions and debates using different genres of writing such as myths, instructions, accounts, diaries, letters, information and travel guides, poster, and news reports.</p>	<p><b><u>Knowledge and understanding of Events, People and Changes in the past (Historical concepts)</u></b></p> <p>I know how to describe key features, dates and events in the time studied with increased detail.</p> <p>I know how to find out about everyday lives of people in the time studied and compare to another period (early and late time periods)</p> <p>I know how to study different aspects of people’s lives, including attitudes, beliefs, behaviours and the lives of men, women, and children.</p> <p>I know how to describe connections, contrasts, and trends over time in everyday life.</p> <p>I know how to talk about changes over a period and give reasons for these changes.</p> <p>I know how to explore causes and consequences of significant events</p>
<p><b>General Historical Vocabulary</b></p>				
<p>decade, century, timeline, time period, durations, interval, decade, century evidence, historical enquiry, source, primary source, secondary source ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, rule, reign, invade, empire, AD, BC, propaganda, opinion, continuity, change, cause and consequence, similarity, difference. local, regional, national, international history, cultural, economic, military political, religious, and social history</p>				

