



Knowledge and Skills Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contextual Coverage	<p>Changes since a baby. Autumn 1- <i>How have our relationships changed since a baby?</i></p> <p>Toys Spring 1- <i>How has culture impacted the toys we play with?</i></p>	<p>Great Fire of London Spring 1- <i>How did the great fire of London impact the city?</i></p> <p>Monarchs Summer 2- <i>How did culture change during the rule of Queen Victoria and Queen Elizabeth II?</i></p>	<p>Our High Street Autumn 2- <i>How has the culture of our high street changed since the 1950s?</i></p> <p>Significant people Sir Francis Drake Summer 1- <i>How did Sir Francis Drake impact our lives?</i></p>	<p>Iron Age to Stone Age Autumn- <i>How did culture change through The Stone Age, The Bronze Age and The Iron Age?</i></p> <p>Widey History- Spring 1 <i>How did civilisation change overtime at Widey Court?</i></p> <p>Ancient Greeks Summer- <i>How has the Ancient Greek civilisation impacted our lives today?</i></p>	<p>Ancient Egyptians Autumn 1- <i>Who was the most memorable Egyptian Pharaoh and their impact on civilisation?</i></p> <p>Romans Spring 1- <i>What was the impact of the Roman Empire on Britain's civilisation?</i></p> <p>Maya Civilisation- Summer 1- <i>How did Maya culture and civilisation impact the world today?</i></p>	<p>Widey History- Autumn 1- <i>What connects Widey Court to historical monarchs?</i></p> <p>The Anglo Saxons Autumn 2- <i>When the romans left in AD410, did civilisation in Britain improve?</i></p> <p>Elizabethans Summer 2- <i>Why did Elizabeth I have such an important impact on our culture?</i></p>	<p>Victorians Spring 1- <i>How did the Victorian empire impact ad influence our life today?</i></p> <p>World War II Blitz Summer 1- <i>How did the Blitz impact movement and civilisation in Plymouth?</i></p>



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Substantive Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement			<p><u>Autumn 2</u> I can explore the local area, looking for evidence / signs / examples of things that have changed since the children were born</p>	<p><u>Autumn</u> I can understand that Palaeolithic hunter-gatherers (2.5 million to 10000BC) were nomadic groups who hunted or gathered food and why</p>	<p><u>Spring 1</u> I can understand how the Roman Empire moved through Europe and into Africa. I can understand that Claudius successfully invaded Britain in 43AD. I can understand that Julius Caesar invaded Britain twice in 55BC and 54BC.</p>	<p><u>Autumn 2</u> I can study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. Make links to the invasion of the Romans</p>	<p><u>Summer 1</u> Through evacuation and Kinder transport I can understand how children moved from their homes and interpret this as a different type of movement to invasion.</p>
Empire		<p><u>Summer 2</u> Know the significance of Queen Elizabeth II in British History and her impact on life today. I can begin to understand how rulers build empires (Queen Victoria, Queen Elizabeth)</p>	<p><u>Spring 1</u> I can understand how Sir Francis Drake supported the British Empire through privateering.</p>	<p><u>Summer</u> I can understand how and why the Greek empire grew</p>	<p><u>Spring 1</u> I can understand that the Roman Empire was across many different countries in Europe I can understand that Britain was part of the Roman Empire</p>	<p><u>Autumn 2</u> I can explain Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire and taken over by the Saxons.</p>	<p><u>Spring 1</u> I can build on the understanding of the concept of Empire (through Romans, Greeks and Egyptians) and how the Victorians became the richest country in the world</p>

Impact	Autumn Understand how birthdays and Christmas has an impact and influence on how we lead our lives.	Spring 1 I can understand how the Great Fire of London spread so fast and how buildings have changed since this. Summer 2 I can begin to understand how important Queen Elizabeth, Queen Elizabeth II and Queen Victoria are to Britain (How they have influenced our lives)	Spring 1 Understand the impact Sir Francis Drake had on our lives today. I can explore the local area of Plymouth and understand the impact Sir Francis Drake had on the city.	Summer I can explain how the political system worked in Ancient Greece and compare this system with other political systems I can explain the impact of Greek Architecture.	Autumn 1 I can understand the influences of religion in Ancient Egypt i.e. Pharaoh as a God. Structure of multi Gods etc. I can explain the impact of the ancient world on modern society including pyramids, tourism, use of the River Nile. Spring 1 To know the impact Romans had on Britain. Including, roads and place names	Summer 2 I can explain the importance and impact of the Spanish Armada on Britain. Autumn 1 I can explain the importance of Charles I and Witley court (Stayed during the civil war). I can explain Why the Witley Court badge is presented as it is (trees represent the 3 original trees from the original manor house and the crown depicts the crown of Prince Charles)	Spring 1 I can explain the impact Brunel had on our local area and trade routes I can understand how Queen Victoria and Britain impacted the world (inventions and industrial revolution)- building on from Year 1. I can consider what daily life is like, the clothes people wore, the transport and jobs Summer 1 To understand the impact the Blitz had on Plymouth and how the city was destroyed and compare how it looks between then and now.
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Culture	<p>Autumn</p> <p>I can explain that we have different festivals</p> <p>I can explain why we prepare certain items for celebrations</p> <p>I can understand cultural differences of celebrations around the world.</p> <p>Spring 1</p> <p>I can explain that in the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move.</p> <p>Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic.</p>			<p>Autumn</p> <p>I can investigate how life changed from the stone age to the iron age and how this affected life.</p> <p>Spring 1</p> <p>Understand Witley Court's name derives from the witley beds that grew on the original site.</p> <p>I can understand there was a manor house and this was used as a makeshift hospital during the siege of Plymouth.</p>	<p>Autumn 1</p> <p>I can research facts about the ancient Egyptian pyramids.</p> <p>I can describe the ancient Egyptian mummification process.</p> <p>I can understand that the ancient Egyptians worshiped many different gods.</p> <p>I can understand that the ancient Egyptian civilisation had a ruling system and that the Pharaoh was the ultimate leader of all the Egyptian people.</p> <p>Summer 1</p> <p>I can describe Cultural aspects of the society, including pottery, the number system and the writing systems within Roman and Mayan times.</p>	<p>Autumn 2</p> <p>I can understand the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).</p> <p>Summer 2</p> <p>I can understand the Elizabethan court and how it affected the culture.</p> <p>Autumn 1</p> <p>I can explain how the name of Witley Court also represents the Royal Court held as being bestowed upon by King Charles I.</p>	<p>Spring 1</p> <p>I can explain the Victorian attitude towards education and compare to present day experience.</p>

<p>Civilisation</p>	<p>Autumn</p> <p>I can begin to understand routines and behaviours in context of the clothes we would wear during different times of the year.</p> <p>I can explain that we have different festivals and celebrations</p>	<p>Spring 1</p> <p>I can understand why Samuel Pepys was important and the how his diary informed us about the way people lives</p> <p>I can understand the way in which London has changed because of the Great Fire of London</p>	<p>Autumn 2</p> <p>I can understand how our high street changes depending on our demands.</p> <p>I can explain Shops have changed between then and now (types of shops)</p>	<p>Autumn</p> <p>I can understand how people of the time fed and clothed themselves during the Stone Age and Iron Age.</p> <p>I can understand how important bronze was to the way people lived</p> <p>Summer</p> <p>I can understand that the Greeks developed civilisation that we still follow today including Olympics</p> <p>I can explain Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.</p> <p>Athens had a democratic government – people who lived there made decisions by voting</p> <p>I can explain the reasons why Stone Age people lived near rivers</p>	<p>Autumn 2</p> <p>I can understand when the ancient Egyptians lived and where in the world Egypt is</p> <p>I can explain the importance of the River Nile to the ancient Egyptians and compare to the Stone Age.</p> <p>Summer 1</p> <p>I can find out what Maya people grew and ate.</p> <p>I can understand that not all Maya cities and towns are the same</p>	<p>Autumn 2</p> <p>I can Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions).</p> <p>Autumn 2</p> <p>I can Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the</p> <p>Summer 2</p> <p>I can understand the difference in Elizabethan times between(clothes, art, food, jobs etc.) Building on from Vikings</p>	<p>Spring 1</p> <p>I can recognise the impact the Victorians had on modern day civilisation and how this developed due to advancements in technology.</p>
<p>Relationships</p>	<p>Autumn</p> <p>I can understand connections between family and friends and the roles of people around me.</p> <p>Spring 1</p> <p>I can begin to understand that toys and games connect people</p>		<p>Spring 1</p> <p>I can understand the relationship between Queen Elizabeth and Sir Francis Drake and how it impacted Britain</p> <p>I can understand that Britain defended itself from the Spanish Armada.</p>	<p>Summer</p> <p>I can understand the relationship Alexander the Great had with Greek people.</p>	<p>Summer 1</p> <p>Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids).</p>	<p>Summer 2</p> <p>Understand the relationship between Britain and the Spanish During the Elizabethan period.</p>	<p>Spring 1</p> <p>I can explain that during Victorian times better transport increased communication and relationships with each other.</p> <p>Summer 1</p> <p>Investigate the lives and role of key leaders, such as Churchill and Hitler and examine how relationships can impact the world.</p>

Disciplinary Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can use everyday language related to time</p> <p>Order and sequence familiar events orally</p> <p>I can describe main story settings, events and principal characters.</p> <p>I can Talk about past and present events in their own lives and in lives of family members.</p>	<p>I can sequence artefacts closer together in time</p> <p>I can sequence events such as reigns of monarchs</p> <p>I can sequence photos etc; from different periods of their life through photos before and after the great fire of London</p> <p>I can describe memories of key events in their lives in terms of toys coronations/ jubilees</p>	<p>I can put people or events studied into a timeline</p> <p>I can identify similarities/differences between ways of life in different periods. Eg my own high street compared to previous high streets</p>	<p>I can place the time studied onto a timeline</p> <p>I can sequence events or artefacts I can use dates related to the passing of time</p> <p>I can use terms related to the time period and begin to date events such as Stone age and Iron Age</p>	<p>I can sequence events and use dates to order these.</p> <p>I can separate out timeline of Britain from global events and recognise that some events are more globally important than others</p>	<p>I can place current study on a timeline in relation to other studies.</p> <p>I can sequence key events of a time studied.</p> <p>I can make comparisons between different times in history.</p>	<p>I can place current study on timeline in relation to other studies.</p> <p>I can use relevant dates and terms when using a timeline.</p> <p>I can sequence up to 10 events/ periods studied on a timeline.</p>
Similarity / Difference	<p>I can be curious about people and show interest in stories</p> <p>I can answer 'how' and 'why' questions ... in response to stories or events</p>	<p>I can begin to describe similarities and differences in artefacts of periods I am studying.</p> <p>I can study change through the lives of significant individuals and Queen Elizabeth II)</p>	<p>I can study collections of artefacts of periods I am studying and confidently describe similarities and differences</p> <p>I can explain own knowledge and understanding, and asks appropriate questions.</p>	<p>I can compare ancient civilisations with our life today.</p>	<p>I can look for links and effects in time studied eg culture, civilisation and empire</p>	<p>I can study different aspects of life of different people – differences between men and women in relation to periods studied eg Vikings/ Roman movement.</p> <p>I can compare life in early and late times studied eg difference between the Elizabethan era and Romans</p>	<p>I can compare beliefs and behaviour with another period studied eg Victorian education and Nazi Germany.</p>

<p>Cause and Consequence</p>	<p>I can understand why we have certain celebrations.</p>	<p>I can start to think about the reasons why things might change (eg. improvements in toys meaning greater technology / making life easier / more fun)</p>	<p>I can recount key events from the past in their own words and begin to explain why these events happened eg movement in shopping habits.</p> <p>I can begin to think about the impact that historical events have had on modern life eg how shops impact our daily lives.</p>	<p>I can describe the impact of events in the more distant past on modern life eg Greek democratic process and civilisation</p>	<p>I can independently question the reasons behind historical events and changes.</p> <p>I can identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p>	<p>I can identify the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p>	<p>I can explain the impact of new inventions on the industrial revolution, and how this impacted the way people live their lives.</p> <p>I can write or give an explanation how and why events occurred (eg WW2) terms of cause and effect using evidence to support and illustrate my explanation.</p>
<p>Significance/ interpretation</p>	<p>I can understand important events in my life</p>	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</p>	<p>I can identify that certain individuals and events have had an impact locally, nationally and internationally eg Sir Francis Drake.</p>	<p>I can ask and answer questions about how and why events and people being studied are significant.</p> <p>I can express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>I can ask and answer questions about how and why events/people are significant.</p>	<p>I can identify why interpretations can change considering new evidence – change in meaning of the word ‘barbarian’ and ‘invasion’.</p>	<p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p>

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<p>Historical enquiry</p>	<p>I ask questions about why and when things happened.</p>	<p>I can sort artefacts ‘then’ and ‘now’.</p> <p>I can use as wide a range of sources as possible.</p> <p>I can answer questions related to different sources such as Samuel Pepys’ diary.</p>	<p>I can use a source – I can ask why, what, who, how and where questions and find answers to them.</p> <p>I can sequence a collection of artefacts I can use timelines.</p> <p>I can discuss the effectiveness of a source.</p>	<p>I can use a range of sources to find out about a time period.</p> <p>I can observe small details – artefacts/pictures.</p> <p>I can select and record information relevant to the study.</p> <p>I can begin to use the books and e-learning for research I can ask and answer questions.</p>	<p>I can use a range of sources to find out about a time period.</p> <p>I can observe small details – artefacts/pictures.</p> <p>I can select and record information relevant to the context I am studying.</p> <p>I can begin to use the books and e-learning for research.</p>	<p>can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of life in time studied.</p> <p>I can select relevant sections of information I am confident in the use of book and e-learning for research</p>	<p>I can recognise primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out eg diaries or newspaper reports from WW2 and Photos of Victorian time.</p>

