

History Knowledge Map

Year R

Autumn Term

Chronology, events and key dates:

- I know when my birthday is.
- I know about festivals / traditions linked to this the of year e.g., bonfire night / Christmas.

People:

- I know my place (age order) within my family.

Progression/Key Skills:

- I can tell you when my birthday is.
- I can explain my place within my family.
- I can order some events.
- I can listen to stories and explore resources, linked to traditions and festivals.
- I can ask and answer some questions.

Spring Term

Chronology, events and key dates:

- I know about festivals / traditions linked to this the of year e.g., Shrove Tuesday / Easter.

People:

- I can talk about past events in my own life.
- I know of someone famous from the past.

Progression/Key Skills:

- I can order some events.
- I can listen to stories and explore resources, linked to traditions and festivals.
- I can talk about past events in my life or somebody else's life.
- I can ask and answer questions.

Summer Term

Chronology, events and key dates:

- I know how to sequence some events .e.g from my own life.

- I can talk about things that are similar and things that are different in relation to objects, materials and living things.
- I can talk about things that are similar and things that are different as I think back over this year at school.

Vocabulary:

- I know words relating to time – **old/new, yesterday/tomorrow, now/then, before/after earlier/later, past/present.**
- I know comparative language – **same/different, similar.**

Progression/Key Skills:

- I can order some events.
- I can talk about things that are similar and different looking back on the school year.
- I can understand the words: **same/different/similar.**
- I can ask and answer questions.
- I can use the words: **old/new, yesterday/tomorrow, now/then, before/after earlier/later, past/present.**

Year 1

Autumn Term – Local History Topic - Henry Bulmer & Remembrance Day (War Memorial in Orleton)

Henry Bulmer

Vocabulary:

- I know how to use the words '**then**', '**nowadays**' and '**now**' in a sentence.

Chronology / people:

- I know Henry Bulmer started making cider from the apples in his Dad's orchard over 100 years ago.
- I know Henry Bulmer lived in Herefordshire, where I live.
- I know Henry Bulmer had a brother called Fred Bulmer.

Remembrance Day

Vocabulary:

- I know and can use everyday time terms, such as '**now**', '**then**', '**day**', '**month**'.
- I know we remember the soldiers who have died on '**Remembrance Day**'.

Chronology / people:

- I know Remembrance Day is on November 11th
- I know we have a two-minute silence at 11am
- I know we wear a poppy because they were the first thing to grow on the battlefields after the war finished.
- I know the War Memorial in Orleton has the names of the soldiers from Orleton who died in the War.

Progression/Key Skills:

- I can remember some events and people linked to Remembrance Day.
- I can draw a few objects or write pieces of information onto a timeline.
- I can use the words: 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old', 'new'.
- I can talk about an effect of the World War.
- I can explain why we remember Henry Bulmer.

Spring Term - Toys

Vocabulary:

- I know '**old**' means that something has been around for a long time
- I know '**new**' means something hasn't been around for very long

Chronology / people:

- I know old and new toys can be teddy bears, dolls, cars, tractors, books, ride-ons.
- I know new toys can be made out of plastic.
- I know new toys can have batteries or be electronic.
- I know old toys can be made out of wood and metal.

Progression/Key Skills:

- I can draw a few objects or write pieces of information onto a timeline.
- I can use the words: 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old', 'new'.
- I can name differences and similarities between early and modern toys.
- I can ask questions about toys.
- I can find information and write answers as sentences.
- I can find out about toys from pictures, artefacts or a story.

Summer Term

Geography Topic – The Snail and The Whale (Comparing physical features and climates around the world)

Autumn Term – Victorian Era – Focusing on the lives of two significant individuals – Queen Victoria and Florence Nightingale.

Vocabulary:

- I know and can appropriately use the words '**past**', '**present**', '**before**', '**after**', '**today**'.
- I know the word '**history**' means learning about the past.

- I know the word **'era'** means a long group of years in history e.g. The Victorian Era.

Chronology / people:

- I know how children were taught to walk by balancing books on their heads.
- I know how people dressed differently during Victorian times.
- I know that Queen Victoria died in 1901.

Florence Nightingale (The life of a significant individual)

Vocabulary:

- I know that the words **'war'** and **'battle'** mean people fighting and that these were not peaceful times.
- I know that the word **'legacy'** and **'heritage'** means something that happened in the past and is passed onto present day.
- I know that Florence Nightingale was known as **'the lady with the lamp'**.

Chronology / people:

- I know that Florence Nightingale was born in 1820.
- I know that Florence Nightingale went to help the soldiers in the Crimean War in Turkey.
- I know that Florence Nightingale made four key changes to hospitals.

Progression / Key Skills:

- Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. Give reasons why they have chosen particular aspects of the life of a famous nurse).
- Plan questions and produce answers to a few historical enquires using historical terminology (E.g. plan and find information needed to write a paragraph about debates during a historical period).

Spring Term – Great fire of London (Events beyond living memory)

Vocabulary:

- I can use common words such as **'nowadays'**, **'in the past'**, **'previously'** to make comparisons between the past and present day.
- I know that the word **'diarist'** means a person who writes a diary.
- I know that **'MP'** stands for a Member of Parliament.

Chronology / people:

- I know that The Great Fire of London was an event beyond living memory in 1666.
- I know that the buildings were made of wood and close together which meant the fire spread easily.
- I can compare similarities and differences between past and present fire services.
- I know that Samuel Pepys wrote a diary about the events of the Great Fire of London.
- I know that Samuel Pepys' diary has been influential in our understanding of the

events of the Great Fire of London.

Progression / Key Skills:

- I can identify a few causes and effects of The Great Fire of London.
- Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. Give reasons why they have chosen particular aspects of the life of a diarist).
- Independently sequence on an annotated timeline a number of objects, events related to particular themes, events, periods, societies and people (e.g. The Great Fire of London).

Summer Term – Ludlow Castle (Ludlow History)

Vocabulary:

- I know that the word **'century'** means a group of 100 years.
- I know that the words **'moat', 'drawbridge', 'arrow loops', 'battlements', 'barbican', 'buttress', 'gatehouse', 'tower', 'turrets', 'dungeon', 'guardroom', 'keep', 'curtain wall' and 'portcullis'**, are features of castles.
- I know that the word **'abandoned'** means something has been left.

Chronology / people:

- I know that Walter de Lacy founded Ludlow Castle.
- I know that the Mortimers acquired Ludlow Castle and the family owned it for over a century.
- I know that Ludlow Castle was abandoned in 1689.

Progression / Key Skills:

- Select information from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. Use several sources depicting the Battle of Mortimer at Ludlow Castle)
- Describe features of particular themes, events and people from family, local, national and global history (e.g. Ludlow Castle)
- Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. Give reasons why they have chosen particular aspects of local history – Ludlow Castle).

Year 3

Autumn Term

Spring Term

Incredible Egyptians

Vocabulary:

- I know and understand the term '**ancient**' to mean 'very old'.
- I know and understand the term '**historian**' to mean 'someone who studies the past'.

Chronology, events and key dates:

- I know that the Ancient Egyptian Timeline is BC (before the year 0).
- I know that my Year 2 history topics were AD events and, therefore, more recent than the Ancient Egyptians.
- I know that the Egyptian Timeline includes 3 major periods during which the population expanded further away from the River Nile.
- I can name and order the Egyptian periods: The Old Kingdom, The Middle Kingdom, The New Kingdom.
- I know that Ancient Egyptian history begins around the year 3000BC.
- I know some differences between Egyptian times and today e.g., hardly anyone went to school and girls didn't go to schools at all.
- I know some differences between earlier and later Egyptians e.g., Pharaohs were buried first in mud pits, then in mustabas, and later as mummies within pyramids.
- I know the process of mummification and why it was important to the Egyptians.

People:

- I can name an Egyptian Pharaoh e.g., Djoser or Cleopatra.

Progression/Key Skills:

- I can recognise key figures from KS1 topics and describe how these differ from other periods.
- I can sequence some events, periods and people, providing a few dates and/or period labels.
- I can describe some simple similarities and differences between early and late Egyptian dynasties.
- I can describe how and why conditions for children or farmers have changed from Egyptian time to now.
- I can ask valid questions for enquires and answer using a number of sources.
- I can understand how sources can be used to answer a range of historical questions.

Summer Term

Saxons and Vikings (Britain's settlement and the struggle for England)

Vocabulary:

- I know and understand the term '**chronological order**' to mean 'time order'.
- I know and understand the term '**archaeologist**' to mean 'someone who studies the past by digging for clues at sites'.

Chronology, events and key dates:

- I know the chronological order of: The Celts, The Romans, The Saxons, The Vikings and the Normans.
- I know some Anglo-Saxon place names e.g. Hereford (ford meaning shallow river)/ Orleton (ton meaning enclosed village or farm).
- I know that the Saxons and Vikings fought over the Kingdom of England.

People:

- I know that the Saxon monk, Bede, wrote about the Viking raids.
- I know that Edward the Confessor died in 1066.
- I know that 'William the Conqueror' was the first Norman King of England.

Progression/Key Skills:

- I can recognise key figures from KS1 topics and describe how these differ from other periods.
- I can sequence some events, periods and people, providing a few dates and/or period labels.
- I can select what is most significant in a historical account. E.g., Describe features of Saxon Britain such as place names.
- I can provide a reason why two accounts of the same event might differ.
- I can ask valid questions for enquires and answer using a number of sources.
- I can understand how sources can be used to answer a range of historical questions.

Year 4

Autumn Term – The Tudors (A local history study of knowledge beyond 1066)

Vocabulary:

- I know and understand the term '**modern**' to mean 'present or recent times'.
- I know and understand the term '**precede**' to mean 'came before'.

Chronology, events and key dates:

- I know that the Tudor period was between 1485AD and 1603AD, which preceded the Great Fire of London.
- I know that Hereford Cathedral contains evidence from the Tudor Period e.g. the carvings in the Audley Chapel.
- I know that they called the battle, 'The War of Roses' because each side of the battle were represented by a different colour rose -The red rose represented 'the House of Lancaster' and the white rose represented 'the House of York'.
- I know that there are local links between the Tudors and Ludlow Castle. I know that Catherine of Aragon lived at Ludlow Castle with Henry VIII's brother Arthur.

People:

- I know that Henry VIII had 6 wives- Catherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymore (died), Anne of Cleves (divorced), Catherine Howard (beheaded), Katherine Parr (survived).
- I know that a chapel at Hereford Cathedral was named after Bishop Audley.

Progression/Key Skills:

- I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms, e.g. Where the Tudors fit on a boarder timeline in comparison to the periods already studied, and a timeline of some significant events that took place during this period (linked locally to Hereford Cathedral).
- I can identify different interpretations for events, developments and people covered in a range of Key Stage topics. E.g., Recognise several different representations and interpretations about Henry VIII and his wives and events such as The Battle of Bosworth.
- I can recognise possible uses of a range of sources for answering historical enquire. E.g., Use a range of different sources to reconstruct aspect of Tudor times.

Spring Term – Ancient Greece (Life, achievements and influence)

Vocabulary:

- I know and understand the term 'artefact' to mean 'a man-made object from the past'.

Chronology, events and key dates:

- I know that 'Ancient Greece' refers to the period 800BC – 146BC.
- I know some differences between Ancient and modern Greece e.g., in the past no girls went to school.
- I know that our alphabet is ultimately formed from the Greek alphabet.
- I know that the Ancient Greeks were the first to create a democracy.
- I know the Olympics began with the Ancient Greeks.

People:

- I know the name of a Greek God e.g., Zeus or Athena.

Progression/Key Skills:

- I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. The Greeks.
- I can make valid statements about main similarities, differences and changes occurring within topic. E.g., Categorise changes into the different periods of the Greeks.
- I can comment on the importance of causes and effects for some of the key events and developments within topics. E.g., Children can explain how the Greeks have impacted our lives with the alphabet and democracy.
- I can explain why some aspects of historical accounts, themes or periods are significant. E.g., Explain why The Greeks achievements were significant.
- I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g., Plan a series of questions on Greek school/democracy.
- I can recognise possible uses of a range of sources for answering historical enquiries. E.g., Use a range of different sources to reconstruct aspect of Greek times.

Summer Term -

Geography topic – The Rainforest/The Water Cycle

Year 5

Autumn Term – World War 2 (knowledge beyond 1066 / a significant turning point in British history)

Vocabulary:

- I know and understand the term ‘**empire**’ to mean ‘a large group of countries ruled by the same people or person’.
- I know that ‘**evacuated**’ means to move someone from a place of danger to a place of safety.

Chronology, events and key dates:

- I know World War II started when Hitler’s German army invaded Poland.
- I know that World War II took place between 1939 and 1945.
- I know that the Battle of Britain was a significant turning point in Britain’s history (1940) between the British Airforce and the German Luftwaffe.
- I know that many children were evacuated to safer locations, such as the countryside.

People:

- I know that Winston Churchill was the British Prime minister during WWII.

Progression/Key Skills:

- I can understand some features associated with themes, societies, people and events.

- I can place several valid causes and effects in an order of importance relating to events and developments. E.g., Explain causes and effects of WWII.
- I can comment on a range of possible reasons for differences in a number of accounts. E.g., Explain how and why there were different viewpoints about evacuations during WWII.
- I can accept and reject sources based on usefulness and reliability when carrying out sustained enquires. E.g., Ask questions about the usefulness and reliability sources about WWII.

Spring Term – The Roman Empire and its impact on Britain (depth study)

Vocabulary:

- I know and understand **'conquer'** to mean 'take over and rule'.
- I know that the term **'primary sources'** refers to sources which were created during the time under study.
- I know that **'secondary sources'** have been created since the time being studied.
- I know the word **'bias'** means 'one-sided and unfair'.
- I know that an **'archive'** is a collection of historical records or documents.

Chronology, events and key dates:

- I know how to place the Romans on a timeline in comparison to some of the time periods studied in years 3 and 4.
- I know how to pose questions about what I want to find out and research the answers using appropriate sources.
- I know how to begin to evaluate the quality of a historical source.
- I know when key Roman events took place in a timeline of British history.
- I know Julius Caesar invaded Britain in 55BC.
- I know Romans finally conquered Britain in 43AD (Claudius).
- I know the Romans withdraw from Britain in 410 AD.
- I know the Romans came to Britain searching for riches, land, slaves and metal.
- I know some of the effects of the Romans invasion on Britain.
- I know Roman remains can still be found in Britain, such as forts, roads and baths.
- I know the Romans have left a legacy that impacts on our life today that includes towns, sanitation and roads.
- I know the Romans have left a legacy of numerals and calendars that impact on how we live today.
- I know that the Romans left the legacy of law and order that impacts on our life today.

People:

- I know there was resistance to the Roman invasion and Boudicca led the rebellion against the Romans.

Progression/Key Skills:

- I can understand some features associated with themes, societies, people and events.
- I can sequence significant events, within and around the Romans using some appropriate dates.
- I can provide valid reasons why some changes and developments were important, demonstrating the impact of Roman society on Britain today.
- I can describe significant issues, e.g., describe several of the most successful achievements of the Romans.
- I can place several valid causes and effects in an order of importance relating to events and developments. E.g., List several causes and place them in an order of importance as to why the Romans came to Britain.
- I can describe significant issues. E.g., Describe several of the most successful achievements of the Romans.
- I can identify several different interpretations of events, developments and people relating to the Roman Invasion.
- I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g., Independently investigate and write questions to decide whether the Roman Invasion of Britain had a positive impact. Draw conclusions from their findings.
- I can accept and reject sources based on usefulness and reliability when carrying out sustained enquires. E.g., Ask questions about the usefulness and reliability sources about Romans.

Summer Term

Geography topic – Map reading

Year 6

Autumn Term – Changes in Britain: The Stone Age to the Iron Age (depth study)

Vocabulary:

- I know that the term '**anno domini**' (AD) means the period of history after the year 0 and after the birth of Jesus Christ.
- I know that the term '**before Christ**' (BC) means the period of history before the year 0 and before the birth of Jesus Christ
- I know and understand the term '**prehistoric**' to mean before humans wrote down their story.
- I know and understand the term '**nomadic**' to mean people who do not live in one place, but move around according to where there is a supply of food.

- I know and understand the term **'hunter-gatherer'** to mean people who hunt (meat, fish) or gather their food (nuts, seeds, plants, berries).

Chronology, events and key dates:

- I know that the Stone Age is organised into three 'Eras': the Paleolithic Era (c. 30,000BC), the Mesolithic (or Middle) Era (c.8,000BC), and the Neolithic (or New) Era (c.4,500-3,500 BC).
- I know that during the Paleolithic era, people lived in caves, hunted for meat, made rudimentary weapons and tools using stone, communicated using cave-paintings and discovered fire which affected their diet and health.
- I know that during the Mesolithic era, people started to live in communities such as Star Carr in Yorkshire, where they built homes out of wood, and held ceremonies using artefacts such as deer head-dresses.
- I know that during the Neolithic era, in communities such as Skara Brae in Orkney, people made a variety of different artefacts and tools for work, decoration and leisure using bone, ivory, stone and wood, as well as starting to farm, planting crops and keeping animals.
- I know that Stonehenge was constructed c. 3,000BC and that no-one knows for certain what its purpose was.
- I understand the chronology of the end of the Stone Age, the Bronze Age and the start of the Iron Age.

People:

- I know that the Amesbury Archer was buried close to Stonehenge with some bronze arm-guards and beakers made by the 'Beaker People' c. 2,300BC. This was the start of the Bronze Age.

Progression/Key Skills:

- I can provide overviews of the most significant features of different themes, individual, societies and events.
- I can sequence with independence Upper Key Stage 2 topics using dates, period labels and terms.
- I can compare similarities, differences and changes within and across some topics.
- I can explain the role and significance of different causes and effects of a range of events and developments.
- I can explain how and why it is possible to have different interpretations of the same event or person.
- I can pose, independently, a series of questions to investigate the success of Stone Age man and select appropriate evidence and use this to produce a valid conclusion.
- I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.

- Geography focus – Rivers and Mountains

Summer Term – A non-European study: The Mayan Civilisation (depth study)

Vocabulary:

- I know and understand the term '**Meso-America**' to refer to Central America.
- I know and understand the term '**civilisation**' to refer to a specific society, culture, and way of life of a particular area.
- I know and understand the terms '**causes**' and '**consequences**' and how they relate to the collapse of the Mayan civilisation.

Chronology, events and key dates:

- I know and understand that the Maya were an ancient civilisation who lived in Central America in the countries of Honduras, Belize, Mexico, Guatemala and El Salvador c. 250-900AD.
- I know and understand that at the same time, Anglo-Saxons and Vikings were living in Britain.
- I know and can talk about some of the main achievements of the Maya, namely their number system, their calendar, their architecture, and the irrigation systems they designed to grow crops.
- I know that by c. 1500AD, the Mayan civilisation had collapsed and ancient cities abandoned and I know some of the causes and consequences of this.

People:

- I know that **Popol Vuh** is a text that tells the story of how humans were created from maize, flour and water and I can name some of the Gods (eg. **Chac**, the rain, thunder and lightning god).
- I know that **Kukulkan** is the name of a Mesoamerican serpent deity (which forms part of the architecture at Chichen Itza).
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Progression/Key Skills:

- I can provide overviews of the most significant features of different themes, individual, societies and events.
- I can sequence with independence Upper Key Stage 2 topics using dates, period labels and terms.
- I can compare similarities, differences and changes within and across some topics.
- I can explain the role and significance of different causes and effects of a range of events and developments.
- I can critically evaluate the significance of achievements and legacy of the Maya.
- I can explain how and why it is possible to have different interpretations of the same

event or person.

- I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.