

Progression of Knowledge by Class

	Kirkstead/Richmond/Tintern EYFS	Tintern Year 1
Personal/ Local history	<p>Hello Children should: Know about each other. Know what makes them unique. Know about their families. Know when their birthdays are. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Talk about members of their immediate family and own community (4-5) Name and describe people who are familiar to them (4-5)</p> <p>Castles Children should: Know that fairy tales can be set in a castle (Cinderella, Sleeping Beauty) Know that some castles are real and not in stories. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Comment on images of familiar situations in the past (age 4-5) Compare and contrast characters from stories including figures from the past (age 4-5)</p>	<p>Castles Children should: Know that some castles are real, and some are found in fairy stories. Know that we built castles for defence. Know who lived in a medieval castle. Know what a soldier in a medieval castle would look like Know that there were the different jobs in a medieval castle and the poor looked after the rich Know who built Tattershall Castle. Know it has changed over time. Marvellous Me Children should. Know what a timeline is and can put events on one. Know the different things children can do as they get older. Know how to put key events in their own life on a timeline. Know what similarities/differences they can see between children and parents. Know some toys their parents played with when young</p>
National/ wider history	<p>After dark Children should: know Guy Fawkes was a real person. Know he lived a long time ago. Know how to keep safe at a bonfire. Know how we use fireworks to celebrate. And, from Development Matters/Understanding the World Begin to make sense of their own life story and family's history (age 3-4) Name and describe people who are familiar to them (age 4-5) Comment on images of familiar situations in the past (age 4-5) Compare and contrast characters from stories including figures from the past (age 4-5)</p>	<p>Guy Fawkes Children should: Know who Guy Fawkes was Know when the Gunpowder Plot occurred Know how people lived at the time. Know who else was involved in the plot. Know some of the problems they encountered. Know how to sequence the events of the plot. Know how to use a range of sources to ask their own questions about a key event. Know what happened after the plot was discovered. Know how we celebrate Guy Fawkes in the present day. Know some of the features of Bonfire Night celebrations Know how to keep safe if celebrating Bonfire Night. Space Children should know what we mean by significant. know why we had to wait until recent times to be able to travel into space. know what and who went into Space. know who Laika, Able and Baker were know what makes a good astronaut. know what the difference between Yuri Gagarin and Neil Armstrong was</p>

know a timeline of events about Space.
know about life in space including food.

Pirates

Children should:

know who pirates were.

know who was in the crew.

know what the pirate code was.

know what pirates wore.

know what we mean by the term booty.

know why Blackbeard became famous.

know how Blackbeard lived.

know if Blackbeard was a good captain.

know what the main events of Grace O'Malley's life were. know What happened when Grace met Elizabeth I.

know what it was like to live at the time when Grace met Elizabeth I

	Crowland/Regent	Westminster/St James
Personal/Local History	<p>Castles Children should. Know that England was invaded by different people. Know castles were built for defence. Know some of the key features of motte and baily castles. Know that castles changed as weapons became better. Know some of the weapons used to attack castles. Know some of the roles people undertook in a medieval castle. Know what rich and poor ate and wore in castles. Know who built Tattershall castle.</p> <p>Seaside Children should: Know that many people go to the seaside for their holidays. Know that this usually happens in the summer. Know some of the reasons why this happens. Know some of the things we might do at the seaside today. Know that holidays at the seaside in the past were different. Know when the Victorian period was. Know what seaside holidays were like at that time. Know how they have changed over time.</p> <p>Marvellous Me! Children should. Know what a timeline is and can put events on one. Know what happens to their bodies as they change from babies to children. Know the different things children can do as they get older. Know how to put key events in their own life on a timeline. Know what similarities/differences they can see between children and parents. Know some toys their parents played with when young. Know how their toys are different</p>	<p>Castles Children should: Know who invaded England. Know where the main battle between William and Harold took place. Know the similarities and differences between motte and bailey and keep and bailey castles. Know Why castles were important for the Norman invaders. Know what the features of a castle were. Know how and why castles changed. Know why castles were important. Know who lived in a medieval castle. Know what the different jobs in a medieval castle were. Know who was powerful in medieval times. Know who built Tattershall Castle. Know how it has changed over time. Know what evidence we have for these changes.</p> <p>Seaside Children should. Know what Wakes Week was Know why it was important for families. Know what features they would expect to see at the seaside today. Know what photographs and early films show us about seaside holidays in Victorian times. Know some of the similarities and differences between holidays then and now. Know some other forms of evidence we can use to support our understanding.</p> <p>Marvellous Me Children should. Know what a timeline is and can put events on one. Know the different things children can do as they get older. Know what similarities/differences they can see between children and parents. Know some toys their parents played with when young. Know how their toys are different. Know some of the toy's children played with in Victorian time</p>
National/Wider	<p>London's Burning Children should: Know where London is. Know it was different in the past. Know what Tudor houses looked like. Know that these would burn easily. Know that a fire started in 1666. Know how the fire started. Know how quickly it spread. Know how hard it was to fight. Know how the fire stopped. Know what the King did to help.</p> <p>Heroes Children should: Know what we mean by famous. Can name some famous people from the present day. Can name some famous people from the past. Know why Florence Nightingale is famous</p>	<p>London's Burning Children should Know What Stuart London was like Know what the differences were between London then and now. Know how the Fire started. Can explain if anyone could have stopped what happened on 2 September 1666. Know why we have different opinions on the causes. Know what happened first and can sequence the events of the fire. Know what life was like at the height of the fire. Know what was left of London after the fire. Know what did the King do to help? Know what evidence we have of the effects of the Great Fire. Know the role Samuel Pepys played in our knowledge of the fire.</p> <p>Heroes Children should: Know the difference between famous and significant. Know some questions they would like to ask a significant person from the present.</p>

Know what she did.
Know why we remember her today.
Space
Children should:
know what we mean by significant.
know why we had to wait until recent times to be able to travel into space.
know what and who went into Space.
know what makes a good astronaut and how you become one.
know who Laika, Able and Baker were
know what the difference between Yuri Gagarin and Neil Armstrong was
know a timeline of events about Space.
know the impact the moon landing had on the world.
Explorers
Children should:
know who explorers are, where they go, what they wear and what are the reasons for their journeys?
know how explorers have to adapt their lives when exploring.
know who Ibn Battuta was
know about his life and travels.
know what he saw on his way.
know who Matthew Flinders was
know about his life and travels.
know what he saw on his way.
know how he lived whilst exploring.
know what foods he encountered on his journey.
know how he travelled.

Know some questions they would ask a significant person from the past.
Know why Florence Nightingale is famous
Know some significant events in her life (born 1820, 1854 travelled to Turkey, during the Crimean War, organised food, medicines, bandages, Lady of the Lamp)
Know why Mary Seacole is significant
Know some significant events in her life (born Jamaica 1805, 1844, Yellow Fever, Crimean War, turned away because of the colour of her skin, set up own hospital, 'British Hotel)
Know why Edith Cavell is significant
Know some significant events in her life (born 1865, 1907 to Belgium, 1914 war, nursed soldiers, helped British ones to escape killed 1915).
Know the effects of their work on nursing in the present day.
Space
Children should:
know what we mean by significant.
know why we had to wait until recent times to be able to travel into space.
know what and who went into Space.
know what makes a good astronaut and how you become one.
know who Laika, Able and Baker were
know what the difference between Yuri Gagarin and Neil Armstrong was
know the problems of being in Space such as the lack of gravity, the distance from Earth.
know a timeline of events about Space.
know the impact the moon landing had on the world.
know how to research key facts about space.
Explorers
Children should:
know who explorers are, where they go, what they wear and what are the reasons for their journeys?
know how explorers have to adapt their lives when exploring.
know who Ibn Battuta was
know where he started his journey and can draw a map to show where he travelled.
know how he lived whilst exploring.
know what foods he encountered on his journey.
know how he travelled.
know how we know about ibn Battuta.
know who Matthew Flinders was
know about his life and travels.
know what he saw on his way.
know how he lived whilst exploring.
know what foods he encountered on his journey.
know how he travelled.
know which events are the most important.
know why he is famous locally.
Know why we should remember them.

	Fountains/Central	Lindisfarne/Sempringham/Phoenix	Kelso/Ramsey/Hyde
	<p>Stone to Iron Age Children should: Know what Britain was like after the last Ice Age Know how few people lived in Britain at the time Know how they fed and clothed themselves Know what we mean by nomadic Know that immigrants brought new animals and crops to Britain. Know the impact this had on settlement. Know that most of our evidence for the Stone Age comes from archaeologists. Know that archaeologists disagree with each other. Know that some recent discoveries that are changing the way we think about the Stone Age. Know the main features regarding the chronology of the Stone Age. Know the main changes throughout the period. Know that there is much that we do not know about the Stone Age! Children should: Know how bronze was made. Know where copper and tin come from Know how bronze tools and weapons were made. Know where iron comes from Know how iron tools and weapons were made. Know why it took so long for iron to reach Britain. Know how bronze tools change life. Know how iron tools and weapons change life. Know the main changes brought about by bronze and iron. Know how to make a judgement based on the evidence available to them. Know what buried hoards tell us about Britain at the time. Know what bog bodies tell us about life at the time. Know what the written sources from the time tell us about Britain? Know how to make comparisons. Know how to reach a conclusion. Know how to present their conclusions most effectively.</p> <p>Romans Children should know why the Romans invaded Britain. know where, when and how the Romans invaded. know what minerals and commodities they wanted to control.</p>	<p>Anglo Saxons Children should: Know where Angles, Saxons, Jutes, Frisians, Picts and Scots originated from Know what had happened in Britain prior to their arrival. Know the reasons for the arrival of the Saxons, and Picts. Know the differences in reasons for migration between Saxons and Picts and between these societies and today. Know the challenges facing the early settlers and how they overcame them. Know how the arrival of these societies might be interpreted differently. Know what Anglo Saxon settlements were like Know some of the food they ate. Know some key facts about how they lived. Know how we know about the Saxons, and Picts and the use that can be made of the available evidence. Know the characteristic features of different groups within these societies. Know the important role of the Venerable Bede.</p> <p>Vikings and Saxons Children should: know the key events associated with the raids. know why Vikings caused so much fear. know how Vikings were able to succeed in their attacks. know the Saxon responses. know the nature of the conflict between Saxons and Vikings. know the contribution made by Alfred to peace. know the changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro. know the state of Britain on the eve of the Conquest. Know who King Alfred was and why was he so important? Know what Danelaw was. Know who Athelstan and Cnut were Know why Vikings were successful in the later period know the key features and differences about life in Saxon and Viking times know some attitudes and values held by Saxons and Vikings. know the role of different groups and sections of the population. know the nature of religious life when the Saxons and Vikings first arrived. know the nature of and reactions to the re-introduction of Christianity. know how and why Christianity spread. know the nature and significance of the Saxons and Vikings on the local community. know the contribution of some key individuals. (Alfred, Cnut, Hardrada, St Augustine, Edward the Confessor, Godwinson know the key features of Saxon and Viking boats. know the achievements of the Saxons and Vikings at sea know evidence for the legacy of Saxons and Vikings.</p>	<p>Ancient Greece Children should know the geographical features of modern-day Greece. know when in history was defined as ancient Greece. know where ancient Greece was including Athens and Sparta were located. know the key differences between the city states of Athens and Sparta. know what made the Ancient Greek fighters so powerful and how we know this. know how religion in Ancient Greece was different to Christianity or other religions. know how we can tell that a particular ruler was so important. know how archaeologists can add to our understanding of Ancient Greece. know archaeological sites can be used to compare and contrast public buildings and religious ones know the main features of Greek myths. know what they tell us about Greek society. say what evidence is there to prove that a myth/legend might be true know about the importance of Alexander the Great know what made him” Great. Know what we have learnt from the Ancient Greeks including similarities between our school and schools in Ancient Greece, language and buildings. know the Ancient Greeks were governed and any similarities with how we are governed today.</p> <p>Pilgrim Fathers Children should: Know when the Pilgrim Fathers sailed to America. Know why they were subject to persecution. Know why sailing to America seemed a good option. Know that they wanted to find gold and riches in America. Know who were the Saints and who were the strangers. Know where Boston, Plymouth and the New World are located on a map. Know key terms such as religious persecution, intolerance, discrimination: Know which ships sailed to the New World. Know where they sailed from Know how many were on board. Know what life was like on board. Know what hardships they faced on their journey. Know what life was like in the New World.</p>

<p>know why the Roman army was so successful and who could join the Roman army. know what equipment they had. know about life in Roman Britain and especially on Hadrian's Wall know that some native Britons welcomed the Romans, and some did not. know who Boudicca was and why we remember her. know the local tribes. know how Celtic people lived. know what changed when the Romans arrived. know why the Romans built Hadrian's Wall in the north of England? know what the advantages and disadvantages of this site for the wall were? Know how to compare and contrast Romans and Celts, how they live, what they looked like, what they wore, what occupations they followed. Know the differences between the Romans and the Celts. know why a village grew up outside the fort? Transport Children should: know some different kinds of transport from long ago. know some advantages and disadvantages they have been in terms of ability to move heavy goods? know when these transport types would have been important? know some of the challenges people in the past might have had when using transport? know how the first trains and railways were developed. know the key figures in the development of early trains. know where the first railway lines were. Know some steam locomotives and say why they are famous. (Rocket, Mallard, Flying Scotsman) know how and why steam locomotives changed over time Know the similarities and differences between different steam locomotives know How the rail network changed over time. know the impact this had on Lincolnshire know what changes in society developed from an extended rail network know how the development of the railway affected different social classes. know what trains are like in the present day. Know how they developed from steam locomotives. Know how similar, and how different, trains are then and now. suggest what we can expect in the future</p>	<p>Know the specific contribution and legacy in a range of elements. Egyptians Children should. Know the main Egyptian Gods. know how they were represented, and which animals were used. know the differences between temples and pyramids. know how pyramids developed and were built. Know how to compare ancient Egyptian religious festivals to modern day ones know how Egyptians buried their dead. know the role of the pharaoh in religion. know the Egyptian creation story. can compare religion in Ancient Egypt to religious beliefs in Britain at the same period of history. Know about key Egyptian buildings and their importance know who built the Great Pyramid at Giza. Know why trade and relationships with other countries was important know what the Solar Barque of Khufu was for. know why Hatshepsut sent an expedition to Punt? Know the role of women in ancient Egypt know why the River Nile was revered know about the conflict between Egypt and the Hittites know what Akhenaten that made him so hated. know the differences between the beliefs of Amenhotep IV and Akhenaten. know how Aten is represented. know why we remember Ramesses II. know why the evidence we have about Ramesses is biased. know how the civilisation of Egypt ended know who the Ptolemies were, know who Cleopatra was and why the Romans become so powerful Maya Children should: know when and where the Maya lived. know how this related chronologically to other periods they have studied know what maya writing was like know what an emblematic glyph is. know how maya writing compares with Egyptian hieroglyphs. know how the Maya counted and represented different numbers. know what the maya calendar looked like know how the sacred calendar was used for predictions. know how to use the Maya Calendar round know how to write a birthdate in the Maya calendar system. know what the key trade goods were and who they were traded with know where the salt, jade, obsidian and limestone they depended upon came from know how the Maya cities were, fed and where the food came from know who the important Maya gods were. know what Popol Vuh was know what were the rules for the Ball Game know what happened to the winners and losers know why Maya cities were not discovered until relatively recently.</p>	<p>Know the difficulties they faced. Know the issues they had with food supply and illness Children should. Know who the existing settlers of the Americas were. Know who the Wampanoag were. Know the names of some key native figures. Know when the Mayflower Compact was signed. Know who signed it. Know why it was important. Know what is meant by self-government. Crime and Punishment Children should: Know ways in which crime changes over time. Know some basic ways in which punishment for crime changes over time. Know the meaning of some key vocabulary (judge, jury, lawyer, pillory, etc) know how crime was detected in Roman times. know how criminals were tried in Roman times. Know some common punishments for criminals in Roman times. Know how crime would usually be punished in the Anglo-Saxon/Viking world know what the most common crime of the time was. know how people involved gods in the punishment of criminals. Know how criminals were caught in the medieval and Tudor periods. Know the three main types of courts in the medieval and Tudor periods. Know what the punishments for theft, treason, murder and heresy were. know which crimes became common during this period and why know which aspects of crime and punishment stayed the same between the medieval period and the early modern period. know which punishments were new during this period. know which types of crimes became less common in this period and why? Know some changes in the way crime was detected. know the major changes in the way crimes were punished? Know the different types of crimes there have been over the ages. know how crime prevention and detection has changed over the ages. Know how punishment for criminal activity has changed over the ages. Parliament and Power Children should: know how England was ruled in 1215. know why changes occurred. know what the impact is today. know why it was considered to be an important turning point know who Simon De Montfort was and the part he played in the development of parliamentary democracy. know Simon De Montfort changed the way power was divided between the monarch and the people.</p>
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