



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Cononley Primary School: Substantive Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2

EYFS – Understanding the World To make a class timeline to refer to over the year and talk about events in the past/future	Year 1 and Year 2 Year A 2023-2024 Year B 2022-2023	Year 3 and Year 4 Year A 2023-2024 Year B 2022-2023	Year 5 and Year 6 Year A 2023-2024 Year B 2022-2023
<p>A. People who help us now and in the past <u>(Firefighters focus)</u></p> <ul style="list-style-type: none"> Know about members of the local community and how they help us: firefighters, nurses, doctors, police Know what clothes/equipment firefighters use today; compare with pictures of clothes/equipment in the past. What has changed, what is the same? 	<p>A. The Great Fire of London</p> <ul style="list-style-type: none"> Know when the fire took place and what London looked like in the past. Know the reasons why the fire started, how it spread and how long it lasted. Know how the fire affected buildings, including homes, and people who lived nearby. Know the reasons why the fire spread so far and burned for so long; use maps and photograph of artefacts. Know about the key people and the reason why we remember their contributions: Samuel Pepys, King Charles II. Mayor of London, Sir Christopher Wren Learn about how London was rebuilt after the fire and the different materials used to build houses and other buildings. 	<p>A. Earliest Civilisations (overview)</p> <ul style="list-style-type: none"> Know that a civilisation is a society with its own social organisation (written records, system of government) and culture (beliefs and customs) Know there are 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus Valley , Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. They are all situated in a similar position on the globe and located near to at least 1 river <p>Ancient Egypt</p> <ul style="list-style-type: none"> Know when and where the Ancient Egyptians lived, including geographical features such as climate and terrain How we know about life in Ancient Egypt (work of archaeologists) Know what everyday life was like for Ancient Egyptians (structure of society, life of a pharaoh, role of scribe, hieroglyphics) Know about the importance of the River Nile (farming, trading, technology, seasons,) Know about the role of religion (different gods and their roles, belief in the afterlife, mummies, tombs) 	<p>A. Britain's settlement by Anglo Saxons& Scots; Viking and Anglo Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> Revisit prior knowledge about the Roman Empire and what happened at the end of their occupation of Britain in 410 CE. Know the names of tribes who occupied areas we now call England, Wales and Scotland (Britons, Celts, Scots and Picts). Know the reasons for invasion of England by the Angles, Saxons and Jutes. Know how and when they travelled to England and where they first settled.(Use maps and timelines). Know that over time, Anglo Saxon kingdoms were formed; compare with a modern map of the UK. Know some of our modern day place names that originate from Anglo Saxon words Know that Anglo Saxons brought their own religion with them (pagan religion) and how the names of their gods still survive in the names of our days of the week. Know why the Sutton Hoo burial site was so important in helping us to find out about life in Anglo Saxon England. Know how Christianity became the main religion and the impact this had. <p>A Viking and Anglo Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> Know who the Vikings were, where they came from and why they wanted to invade Britain. Know that the Vikings and the Anglo Saxons had many battles to try and capture areas of the country for themselves Know about the achievements of King Alfred the Great; in defeating the Great Heathen Army and creating Danelaw;

			<p>translating books from Latin into English, fortifying towns and building warships</p> <ul style="list-style-type: none"> • Use different sources to find out information to find out about Anglo Saxon opinions of Vikings, and the achievements of the Vikings • Know that England became one united country and there continued to be battles between the Vikings and Anglo Saxons • Know that the last Anglo Saxon king was Edward the Confessor who was defeated by William of Normandy at the Battle of Hastings..
<p>A How have houses and homes changed? (castles focus)</p> <ul style="list-style-type: none"> • Know that there are different kinds of houses. • Know that houses have different rooms used for different purposes. • Know that houses have change over time • Know that a castle is a very old house and has different rooms for different purposes. • Compare their house to houses of the past in Cononley/Skipton castle. • Compare how Cononley School has changed 	<p>A. Who Lived in Skipton Castle in the Past?</p> <ul style="list-style-type: none"> • Know the location of Skipton Castle within local and place on map of UK. Compare map of High Street with Google Street View. • Know the castle was built a long time ago in the past - nearly 1000 years ago • Know when the Clifford family lived in Skipton Castle. • Find out how we know about the Clifford family. • Know how the castle helped to protect the Clifford family. • Know what daily life was like for the Clifford family and other members of their household (cooking, eating, bedtime, toilet). 	<p>A. The History of Skipton Castle (local study)</p> <ul style="list-style-type: none"> • Know the reason there is a castle in Skipton (Battle of Hastings, Norman Conquest) • Know about the features of early castles and how they were adapted over time • Know some of the reasons for the English Civil War and its impact on Skipton Castle • Know the key people who lived in Skipton Castle • Know the changes which took place after the Civil War and how the castle has survived to the present day. 	<p>A. The Maya Civilisation</p> <ul style="list-style-type: none"> • Know about the location and chronology of the Maya Civilisation and compare with the Maya today. • Use archeological evidence, drawings (by explorer Frederick Catherwood) and reconstruction by academics (by Professor Richard A. Leventhal) to draw conclusions about life in Maya cities. Know that some evidence is more reliable than others. • Know that the Popol Vuh is a collection of myths and stories that help us to understand Maya religion • Know some of the reasons why the Spanish invaders destroyed Maya artefacts and comment on quotation from Spanish bishop Diego de Landa. • Know about some key aspects of Maya culture (writing, numbers, architecture, astronomy, agriculture, trade) and compare with other civilisations and modern day. • Know valid reasons (including those suggested by Dr Feinman –archeologist at The Field Museum, Chicago and BL Turner, Columbia University) why the Maya civilisation disappeared around 900AD. • Know that theories are more reliable if they are supported by evidence
<p>A At the toy museum</p> <ul style="list-style-type: none"> • Know that people go on holiday to the seaside and people went in the past • Know that some games and toys have stayed the same and others have changed • Compare games/toys in the past (what are they made of? how do they work?) 	<p>A. Holidays in the Past</p> <ul style="list-style-type: none"> • Know why we go on holiday and the different places we go to • Know what it was like to go to the seaside 120 years ago (similarities and differences) including transport, hotels, amusements etc • Find out how we know about holidays in the past (photos, video of old cine film, old postcards, old songs) • Know the reasons why people went on holidays in the past and compare with reasons for going on holiday today. • Know how holidays have changed. 		
B. At the toy museum	B. Toys and Games in the Past	B. Changes in Britain from Stone Age to Iron Age	B. Ancient Greece

<ul style="list-style-type: none"> • Know that people go on holiday to the seaside and people went in the past • Know that some games and toys have stayed the same and others have changed • Compare games/toys in the past (what are they made of/how do they work) 	<ul style="list-style-type: none"> • Know and describe what our toys are like today (type, moving, non-moving, features, materials) • Know similarities and differences between our toys and toys our parents and grandparents played with. • Order toys from oldest to newest; give reasons to explain how the toys have been ordered. • Know the reasons why 'Teddy Bears' were given their name. Order teddy bears/ put on a timeline. 	<ul style="list-style-type: none"> • The Stone Age is part of a time period called Prehistory in Britain when there were no written records. • Prehistory includes the Stone Age, Bronze Age and Iron Age. Place on a timeline. • The Stone Age gets its name from the stone (flint) used to make weapons and tools. • The Stone Age is divided into 3 time periods: Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). • Know how Stone Age people lived (food, shelter, conflict) from studying archaeological remains and artefacts and how life changed from Old Stone Age to New Stone Age • Know about archaeological sites such as Star Carr and Skara Brae • Know that some of the developments in the New Stone Age included agriculture, housing, settlements and trade. • Know what life was like in the Bronze age: metal working, immigration, trading, transport. Know about the Amesbury Archer. • Know how the discovery of iron changed life for the Iron Age people: farming, tools, weapons, battles, houses, forts • Read Julius Caesar's description of the Iron Age Britons and decide if the source is fact or opinion • Compare Bronze Age and Iron age houses • Know some of the reasons why life was dangerous during the Iron Age. Know about Linow Man and how he died. 	<ul style="list-style-type: none"> • Know the location and time period of Ancient Greece and compare time period with other civilisations. • Know about life for Ancient Greeks in two city states- Athens and Sparta. Know what is meant by democracy. • Know the importance of the Olympic Games to the Ancient Greeks and compare with the modern Olympic Games. • Know the importance of religion and gods to the Ancient Greeks and make links with the religions of the Ancient Egyptians and Ancient Maya. Know about the Greek myth Theseus and the Minotaur. • Know why the Ancient Greeks fought so many wars and why they were successful. Know facts about the battles, for example, Marathon. • Know some of the achievements of the Ancient Greeks which impact our lives today (for example, language, architecture, governance, democracy, Olympic Games,)
<p>B. People who help us now and in the past (Nurses focus)</p> <ul style="list-style-type: none"> • Know about members of the local community and how they help us: firefighters, nurses, doctors, police • Know what clothes/equipment nurses use today; compare with pictures of clothes/equipment in the past. What has changed, what is the same? 	<p>B. Florence Nightingale, Mary Seacole and Edith Cavell</p> <ul style="list-style-type: none"> • Know about the lives and achievements of Florence Nightingale, Mary Seacole and Edith Cavell • Know when they lived and place on timeline • Know the names of the wars which they are associated with: Crimean War and World War I. • Know how and why they became nurses, what they achieved and how life changed for them after the war. Compare similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell 	<p>B. What happened when the Romans Came to Britain?</p> <ul style="list-style-type: none"> • Know when the Roman empire existed and the extent of the Roman empire prior to the invasion of Britain (use maps and timelines) • Know when and reasons why the Romans invaded Britain (use the Roman Geographer Strabo's account of Britain) • Understand there were differing view-points about invading Britain • Compare different accounts of the invasion and of Boudicca's resistance (compare accounts of Roman historians Cassius Dio and Tacitus) • Know what life was like for a Roman soldier (Hadrian's Wall and the Vindolanda tablets) • Know why/ where / how the Romans built roads • Know what the Romans achieved that is still significant today (architecture, food, Latin, Roman numerals, roads, technology such as central heating, aqueducts, postal service) 	<p>B . Industrialisation</p> <ul style="list-style-type: none"> • Know what life was like before industrialisation and how life changed (important inventions which led to industrialisation -James Watt, migration to towns, impact of life in towns and cities, timelines and chronology) • Know why canals were important (why there was a need for canals, who built them, technology, goods transported on canals, impact of canals in local area). • Know what happened when the railways came to Skipton (importance of George Stephenson, the Rocket and the Rainhill Trials, impact on life in Skipton). • Know how industrialisation continued to impact life in Victorian towns and cities and how some mill owners tried to improve conditions for their workers (Sir Titus Salt and Saltaire) • The legacy of the Industrial Revolution on our area today (immigration, modern diverse community, influence of South Asian culture)

<p>A. How have houses and homes changed?</p> <ul style="list-style-type: none"> • Know the members of their family and where they live (type of house, name of village etc) • Know that some of the houses are new and some were built in the past (<i>before I was born/parents were born /grandparents were born; a long time ago</i>). • Know that our school is called Cononley Primary School; know the names of classes, teachers and what the rooms are used for. • Know that Cononley Primary School was different in the past (a long time ago) • Know the different types of transport used by people who live in Cononley today and compare with transport in the past. • Listen to and talk about non-fiction books and story books about life in the past. 	<p>B. What was it like to Live in Cononley in the Past?</p> <ul style="list-style-type: none"> • Know who Queen Victoria was and when she was Queen. • Place the Victorian period on a timeline. • Know about life for Victorian children (school, jobs done by Victorian children) • Know some of the differences between Victorian schools and our school today. • Know how and where Victorians travelled to. Know that the first railway station in Cononley was built in Victorian times. • Know some of the Victorian buildings in Cononley (photos and village walk); know what has changed and what has remained the same. 		
<p>AB Special Celebrations</p> <ul style="list-style-type: none"> • Know how we celebrate bonfire night. • Listen to stories about bonfire night and Guy Fawkes. • Begin to understand about remembrance by talking about loss in their own lives and remembering past events in their own lives. • Know that poppies are a symbol of remembrance 	<p>Year A and Year B: Special Celebrations</p> <ul style="list-style-type: none"> • Know the reason for bonfire night and why we remember Guy Fawkes. • Know that Remembrance Day commemorates members of the armed forces who have died in wars. • Know why poppies are a symbol of remembrance. 		