

		Boroughbridge Primary School and Nursery Knowledge Progression for History			
		EYFS			
		Nursery	Reception		
		Children at the expected level of development will: *Talk about the lives of the people around them and their roles in society. *Know some similarities and difference between things in the past and now, drawing on their experiences and what is being read in class. *Understand the past through settings, characters and events encountered in books, read in class and story-telling.			
		EYFS sets the foundation for history throughout the school. Enabling the children to discuss the past using key vocabulary including; now, then, soon, later, before, yesterday, today and tomorrow. The use of books and reading is key, enabling the children to learn about change over time, similarities and differences and understand the past through ideas encountered in stories. Key topics in EYFS including ‘All about me’ enable the children to discuss changes since they were born and special events in their lives. Throughout topics the children are exposed to a variety of careers and learn about these roles in society.			
		Government	Society	Cultural	Trade
		The role of a king/queen in stories. Their title being a monarch. Examples of monarchs linked to anniversaries and events marked such as bonfire night. The UK still having a reigning monarch today and how they are similar/different to a monarch in the story.	The varied characters in stories including their roles in society and the ‘power’ they have. Looking at the different roles people have in our society today.	Looking at the local Church - What is it? Where is it? What is it used for? When was it built? Are there others? Festivals and celebrations in their lives.	The role of money and concept of shops. The idea of how our food gets to our plates and where it comes from.
		Year 1/2 2025-26			
		Chronological knowledge	Five finger facts	Vocabulary	Substantive Concepts
		How have people like Florence Nightingale helped to make the world a better place?			
		Children should understand that this is beyond living memory. She was born in 1820 and died in 1910. The Crimean war started in 1853.	<ul style="list-style-type: none">I know Florence Nightingale and <i>Mary Seacole</i> were nurses.I know she helped soldiers in the war.I know Florence Nightingale was known as the lady of the lamp.I know Florence Nightingale made hospitals cleaner and better.I know Florence Nightingale opened her own nursing school.	Florence Nightingale Nurse Soldier War Injured	Society The role both nurses held in that society.

Why did the great fire of London start?					
		<p>Children should understand that this is beyond living memory.</p> <p>2 September 1666 - A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city.</p> <p>6 September 1666 - The very last fire was extinguished early in the morning by a crew led by Samuel Pepys.</p> <p>27 October 1666 - Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident.</p>	<ul style="list-style-type: none"> The fire started in a Bakery in pudding lane. The fire spread quickly because the houses were made from straw and wood and were built so close together. A man called Thomas Farynor started the fire. The fire started on the 2nd September 1666 and lasted for five days. St Pauls Cathedral was burnt down. 	<p>London Firefighter fire brigade escape Pudding Lane Samuel Pepys River Thames Stuarts leather buckets King Charles II fire chain drought bakery</p>	<p>Government The role of King Charles II in organising the response and rebuilding of London. He was the only one who had the authority to pull down streets and houses (not the mayor). Compare that with the role of Queen Elizabeth today.</p> <p>Society The varied impact the fire had on different groups. The wealthier residents lived in areas that were relatively unaffected by comparison. The ability to access a boat or cart to remove their goods from homes.</p>
What has changed since my Grandparents were young?					
		<p>Children should understand that these changes have happened within living memory.</p> <p>I know that my grandparents went to school about 60 years ago.</p>	<ul style="list-style-type: none"> I know that the toys my grandparents played with were different to my own. I can name some of the toys my grandparents played with. I can organise a number of artefacts by age. I know how television programmes have changed from when my grandparents were younger. I know the main differences between when my grandparents went to school and my school now. 	<p>Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib, Skipping, Marbles, Snakes and ladders, Ludo.</p>	<p>Trade The demographic changes to available goods.</p>
Year 1/2 2024-25					

		Chronological knowledge	Five finger facts	Vocabulary	Substantive Concepts
		How have people like Rosa Parks helped to make the world a better place?			
		<p>Children should understand that Rosa Parks was a significant individual within living memory. She refused to give up her seat in 1955 when the children's grandparents would have been alive.</p> <p>1st December 1955: Rosa Parks refused to give up her set to a white man on a bus. 1964: Segregation ended in the USA. 1994: Apartheid in South Africa ended (after most of their Mums and Dads were born).</p>	<ul style="list-style-type: none"> I know that in the past, black people were treated differently. I know that Rosa Parks fought for black and white people to be treated the same. I know that Rosa Parks refused to give up her seat on the bus for a white person. I know that Rosa Park's actions brought about change in people's views. I know that history has changed since 1955 and that everyone should be treated equally. 	Rosa Parks Racism Equality Refuse Segregation	<p>Society The Rosa Parks and Emily Davidson held in that society. The way in which they were treated because of societal beliefs.</p> <p>Cultural The way religion and the Church was part of this time period.</p>
		Why was the first flight so important?			
		<p>Children should understand that this is beyond living memory.</p> <p>December 17, 1903 – first flight</p> <p>1910 – first female pilot to fly.</p>	<ul style="list-style-type: none"> In December 1903 the first flight was happened. It was a plane called a Wright Flyer and it lasted only 12 seconds. This flight happened in North Carolina. This changed the world through making powered flight possible. This flight began the process which allowed people to travel further and faster. 	Wright Flyer Aircraft	<p>Trade Paved the way for modern transportation of goods. it</p> <p>Culture This was a big step in advancement for the world and changed the culture of travel massively in the long term. This also links to WWII and how planes were weaponised.</p>
		How has transport changed over the years?			

		<p>Children should understand that this is within living memory.</p> <p>1886 – first car was invented. 1804 – the world’s first steam-powered railway journey took place. 1903 – first air flight.</p>	<ul style="list-style-type: none"> • I can name and describe different types of transport. • I know that transport was different when my parents, grandparents and great-grandparents were little. • I understand the importance of the invention of the wheel. • I understand that cars, buses and trains have changed over time. • I know that the car was invented over 100 years ago and looked very different. 	<p>Car Train Bus Transport Wheel</p>	<p>Trade The change and advancement in transport changed trade within and across the world.</p> <p>Culture and Society The advancement of travel changed how people lived their lives including how far they travelled.</p>
		Local History – Our High Street			
		<p>Children should understand that this is within living memory.</p>	<ul style="list-style-type: none"> • I know how the high street is different now. • I know how the high street is the same now. • I can make distinctions between aspects of my life and life in the past. • I can use sources to ask questions about the past relating to shops on our high street. • I can begin to use sources to answer questions about the past relating to shops on our high street. 	<p>Boroughbridge High Street</p>	<p>Cultural and society Looking at local history and how culture/society has changed/adapted over the years.</p>

	Year 3			
	Chronological knowledge	Essential Knowledge	Vocabulary	Substantive Concepts
	Who first lived in Briton?			

Year 3	<p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>3,000 BC - New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p>2,100 BC Bronze Age begins</p> <p>2,000 BC Stonehenge completed</p> <p>750 BC Iron Age began. Iron replaces bronze as most useful metal.</p>	<p>I know that Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.</p> <p>I know how Britain changed between the beginning of the stone age and the iron age.</p> <p>I know the main differences between the stone, bronze and iron ages.</p> <p>I know what is meant by 'hunter-gatherers'.</p> <p><i>I know that the reconstruction of the 'Cheddar Gorge Man' suggests that he may have had black hair and skin and blue eyes.</i></p>	<p>Stone, Bronze and Iron Age, Archaeologists, Artefacts, Neolithic, BC, Tribal, Hunter-gatherers, Shelter, Civilization, Settlement, Prey, Star Carr, Bronze/Iron Roundhouse.</p>	<p>Government Consider societal change as an important change from Neolithic onwards. Iron age tribes and their monarch leaders.</p> <p>Society It is hard to define exactly when society begins so it can vary depending on the definition used. Lived in small groups as nomadic hunter-gatherers. Settlement and agriculture meant societies increased in society and complexity.</p>
	<p>Overview of all ancient civilisations and a focus on – How can we recreate the wonder of Ancient Egypt?</p>			

Year 3	<p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>3100BC – People began to settle in the area of Ancient Egypt.</p> <p>2700BC – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser.</p> <p>2250BC – The Great Pyramid of Giza was built.</p> <p>332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p>	<ul style="list-style-type: none"> • I know what the Ancient Egyptians believed and how we know that. • I can describe how beliefs in Ancient Egypt were different from today. • I know how religion affected life in Ancient Egypt. • I know how civilisation adapted to the needs of Egyptian life. • I know that the Egyptians were the first civilization to invent writing. • I know that Tutankhamen was known as the boy king, and was famous because his tomb was found in 1922. • I know that Cleopatra was the last pharaoh of Egypt before the Romans took over. 	<p>Pharaoh, Scarab, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Rosetta Stone, Archaeologist, Pyramid, Scribe, Papyrus, Scarab.</p>	<p>Government All the ancient civilisations had a monarchy government structure. The role of Pharaoh in society and religious aspects. Link between the monarch and the gods. Bureaucracy to support the administration of a complex society (harvest, taxation, etc).</p> <p>Society Hierarchical structure headed by the monarch (Pharaoh). Educated groups such as the priest and scribal class held power. Majority of society illiterate. Slave and labourers at the bottom of the hierarchy.</p> <p>Cultural Devoutly religious.</p>
	Year 4			
	Chronological knowledge	Essential Knowledge	Vocabulary	Substantive Concepts
	Why were the Romans so powerful and what did we learn from them?			

Year 4	<p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>43 AD - Romans invade and Britain becomes part of the Roman Empire 61 AD - Boudicca leads the Iceni in revolt against the Romans 70 AD - Romans conquer Wales and the North 122 – 128 AD - Emperor Hadrian builds a wall on the Scottish Border 140 AD - Romans conquer Scotland 401 – 410 AD - The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p>	<p>I know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p>I know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>I know how the Roman occupation of Britain helped to advance British society.</p> <p>I know how there was resistance to the Roman occupation and know about Boudicca.</p> <p>I know about at least one famous Roman emperor.</p> <p><i>I know that Roman Britain was diverse including that Emperor Severus from Libya died in York and the first recorded African community in Britain was a fort in Burgh by Sands.</i></p> <p><i>I can consider the evidence that Professor Mary Beard shared about the following video.</i> https://www.youtube.com/watch?v=nN_x9o8MV1o</p>	<p>Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Occupation, Society, Wealthy, Poor, Iron Age.</p>	<p>Government The republic becoming an empire. The role of the senate. The emperor as a monarch. Administration by governors across empire.</p> <p>Society Hierarchical structure headed by the monarch (Emperor). Being a citizen brought advantages and rights. Majority of society illiterate. Diverse society with migration within and across the empire.</p> <p>Cultural Devoutly religious.</p>
Local history study – Why was Aldborough so important to the Romans?				

Year 4	<p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>AD 70 - Yorkshire and the north of England was conquered by the Romans.</p> <p>AD 71 - York became a key strategic base for the Romans as a legendary fortress.</p> <p>AD 78 - The Romans began to use their main road into Scotland now known as Dere Street.</p> <p>AD 120 – AD 400 - Isurium Brigantum (Aldborough Roman town) became the civilian 'capital' of an extensive region of north Britain.</p> <p>AD 800 – 1000 - During the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from 'old borough'.</p>	<ul style="list-style-type: none"> • I know that the Roman name for Aldborough was Isurium Brigantum. • I know that Aldborough was strategically founded on the Roman road network and the highest navigable point on the river Ure, the town was a vital point of communication, administration and trade the Roman north. • I know that Dere Street linked Eboracum to the Roman site of Aldborough. • I know that during the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from 'old borough'. • I know how the Roman presence in Aldborough impacted the local area and can give 3 examples. • <i>I know about the Ivory Bangle Lady and her high status in Roman York.</i> (https://www.yorkshiremuseum.org.uk/collections/collections-highlights/ivory-bangle-lady/) 	Archaeologist, Roman, Aldborough, Isurium Brigantum, Sources, Chronological, Strategic, Trade, Communication, River Ure, Hadrian's Wall, Eboracum, Settlement, Administration.	<p>Trade</p> <p>Aldborough was a strategic place for trade.</p> <p>Government/Cultural/Society</p> <p>As in Roman topic but linked closely to locality.</p>
	Year 5			
	Chronological knowledge	Five finger facts	Vocabulary	Substantive Concepts
	Who were the Anglo-Saxons and the Scots?			

Year 5	<p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>350 AD Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p>410 AD Romans Leave England and English shores are unprotected</p> <p>449 – 550 AD Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.</p> <p>556 AD Seven kingdoms are created across Britain</p> <p>597 AD St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.</p>	<p>The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. The Jutes came from Jutland, the Angles from South of Denmark and the Saxons from Germany.</p> <p>They came to Britain from across the North Sea in the middle of the 5th Century.</p> <p>For a long time, England was not one country. Anglo-Saxon kings ruled seven kingdoms across the land. Boroughbridge would have been in the kingdom called Northumbria.</p> <p>The Scots invaded from Northern Ireland to the north of Britain which is now known as Scotland.</p> <p>The Picts and Scots were strong fighter and a threat to Britain, especially without Roman support.</p> <p>The Anglo-Saxon period ended when the Normans conquered Britain in 1066. This was following the death of Anglo-Saxon king Edward the Confessor who had no heir.</p> <p><i>I know that St Hadrian of Canterbury was a key figure in the development of the Anglo-Saxon Church.</i> (https://www.english-heritage.org.uk/visit/places/st-augustines-abbey/history-and-stories/st-hadrian-of-canterbury/)</p> <p>Local Links: The oldest parts of the Church of England parish church of All Saints, Kirby-on-the-Moor are Anglo-Saxon and were built in the 10th-century.</p> <p>St Andrew’s Church is built on the site of an Anglo-Saxon Church that was destroyed by Scottish Raiders.</p>	<p>Anglo-Saxons The Scots Jutes Angles Saxons Northumberland Normans Conquered Christianity Pagan Sutton Hoo Mercia East Anglia Kent Essex Sussex Wessex</p>	<p>Cultural Religion at the heart of life.</p> <p>Society Hierarchical structure headed by the monarch (kings). Educated groups such as the priest and nobles class held power. Majority of society illiterate.</p> <p>Government The lack of a unified country (smaller kingdoms). The chief king (Bretwalda). Varying degrees of power. The role of the church as an institution in society and politics.</p>
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	Were the Vikings always vicious and victorious?			
Year 5	<p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>789 AD: The first recorded Viking raid happened.</p> <p>793 AD: The Vikings attack the Lindisfarne Monastery.</p> <p>867 AD: A Viking army kills both Northumbrian kings and take the city of Jorvik.</p> <p>869 AD – 1013 AD: There are a series of Viking and Anglo-Saxon conflicts.</p> <p>1042 AD: Edward the Confessor becomes King of England.</p> <p>1066 AD: Edward the confessor dies.</p>	<p>Sailors – The Vikings were sailors they came from Norway, Denmark and Sweden which are known as Scandinavia.</p> <p>Raiders – They invaded Britain on June 793 AD, they plundered the monastery at Lindisfarne and massacred all the monks.</p> <p>Traders – The Vikings set up trade routes across the world. If a settlement was strong they would make a trade.</p> <p>Settlers – Many of the Vikings came over to England and settled there. This land became known as Danelaw.</p> <p>Farmers - Not all Vikings were warriors. Many came in peace and become farmers.</p> <p>Craftsmen – Vikings were fantastic craftsmen. They were blacksmiths, carpenters and leatherworkers.</p>	<p>Archaeologist</p> <p>Raids</p> <p>Vicious</p> <p>Longhouse</p> <p>Longship</p> <p>Odin</p> <p>Scandinavia</p> <p>Danelaw</p> <p>Jorvik</p> <p>Sailors</p> <p>Raiders</p> <p>Traders</p> <p>Settlers</p> <p>Farmers</p> <p>Craftsmen</p> <p>Plunder</p>	<p>Trade</p> <p>The Vikings had trade routes across the world.</p> <p>Government</p> <p>The role of the Witan in selecting the next king.</p> <p>Partitioning England into Wessex and Danelaw.</p> <p>Alfred's dream to unite England</p> <p>Athelstan, first King of England</p> <p>The challenges of succession (1066)</p> <p>Society</p> <p>Hierarchical structure headed by the monarch (kings).</p> <p>Educated groups such as the priest and nobles class held power.</p> <p>Majority of society illiterate.</p> <p>Two groups interacted for various reasons. Both groups lived in the other's kingdoms.</p> <p>Cultural</p> <p>Religion at the heart of life.</p>
	What was the Ancient Mayan Civilisation like?			

Year 5	<p>c. 2000 BC The Maya civilisation comes into being in Central America.</p> <p>AD 1500s (16th century) The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.</p>	<ul style="list-style-type: none"> The Maya developed an advanced number system for their time. The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods. The Maya writing system was used to write several different Maya languages. The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The society was rigidly divided between nobles, commoners, serfs, and slaves. Look at the impact of this. The Mayans created an effective set of trade routes along the seacoast. <p>They developed a hierarchical government ruled by kings and priests.</p>	<p>Mesoamerica</p> <p>logograms</p> <p>hieroglyphs</p> <p>noble status</p> <p>hierarchical system</p> <p>scribes</p> <p>codices</p> <p>maize</p> <p>cacao beans</p>	<p>Society</p> <p>It was rigidly divided between nobles, commoners, serfs, and slaves. Look at the impact of this.</p> <p>Cultural</p> <p>Deeply religious – impact of gods in their lives.</p> <p>Art/architecture/math etc</p> <p>Trade</p> <p>A network of trade routes on the seacoast.</p> <p>Government</p> <p>They developed a hierarchical government ruled by kings and priests.</p>
	Year 6			
	Chronological knowledge	Enquiry questions	Vocabulary	Substantive Concepts
	Why were the Ancient Greeks ruled by their gods?			

Year 6	<p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>776 BC - The first Olympic games were held in Olympia.</p> <p>31 BC - The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in 322 BC it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire.</p> <p>700-480BC – Ancient Greek Empire.</p>	<ul style="list-style-type: none"> • I know who the Ancient Greeks were. • I explain what artefacts and archaeological sites tell us about what life was like in Ancient Greece. • I can give examples of how the Ancient Greeks have impacted my life today. • I can explain how the Ancient Greeks governed and discuss any similarities and differences with how we are governed today. • I can describe how the Olympic Games changed since they were first held in Ancient Greece. • I know more than five sports from the Ancient Greek Olympics • I can explain which is the most important legacy of the Ancient Greeks. • I can describe the influence the gods had on Ancient Greece 	<p>Democracy, Acropolis, Philosophy, Athenians, Spartans, Democracy, Olympics, Plague, Truce, Zeus, Apollo, Sacred truce, Temple, Olympics, Citizen.</p>	<p>Government Independent city-states that all governed themselves. Different systems of government in each state (oligarchy, monarchy, democracy). How each state made decisions and contrasts between them.</p> <p>Society Varied by city-state. Women held wealth and property rights in Sparta but not in Athens. Considerable numbers of slaves. Majority of society illiterate.</p> <p>Cultural Devoutly religious. The importance of the gods. The starting of the Olympic games.</p> <p>Trade It was a key part of Greek culture including; pottery, wine, olives (exports).</p>
The industrial revolution – post 1066 study				

Year 6	<p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p>	<ul style="list-style-type: none"> • I understand the main factors in the creation of industrial Britain. • I can assess the impact on children in Victorian Britain. Work or school? • I can discuss the impact of this on the poor. • I can describe how Britain has changed from before to after the Industrial revolution. • I can discuss the impact of the Industrial revolution on agriculture and trade. 	<p>Industry, industrial revolution, invention, migrate, agriculture, workhouse, mills, factories, apprentices, life expectancy.</p>	<p><i>Trade</i> <i>The industrial revolution massively impacted the production of items. It led to the foundation of modern economies. Farms produced more food due to machinery. Trade grew and this was helped by the growth of the British Empire - more trade opportunities and more customers.</i></p> <p><i>Society</i> <i>Consider the impact this would have had on the different classes in society. Was it better for one then another?</i></p> <p><i>Culture</i> <i>The impact on education for children vs. work. Rural lifestyles lost due to families moving to cities for work.</i></p>
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