

## RPS Curriculum Progression of Historical Knowledge

<b>Year Group</b>	<b><u>British History and Local History</u></b>	<b><u>Wider World History</u></b>
<b>Reception</b>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>To be able to talk about significant events in their own lives e.g. personal history, such as how they celebrate Christmas, family celebrations, things they have done throughout the year and conversations about what they did yesterday, last week and last year.</li> <li>To be able to talk about the lives of people around them and their roles in society e.g. family history, people who help us.</li> <li>To be able to talk about some significant events, periods or people in history e.g. Amelia Earhart, Mary Anning, Remembrance Day, dinosaurs, bonfire night/Guy Fawkes, Tim Peake etc. (These are subject to change, depending on the theme taught based on child-interest)</li> <li>To know similarities and differences between things in the past and now e.g. toys past and present, London past and present,</li> </ul>	
<b>Year 1 + 2</b>	<p><b><u>Changes within Living Memory – Shops</u></b> <b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>To know how I have grown and changed in my life in the format of a timeline (e.g. baby, toddler, pre-school age)</li> <li>To know that a community is a group of people living in the same place</li> <li>To know that community can have shops, schools, playparks</li> <li>To know a community can be in a city, town or village</li> <li>To know the shops in my community</li> <li>To know that there were shops a long time ago</li> <li>To understand what shops were like in the past e.g. tills/money vs cards/online shopping</li> <li>To compare shops from now to the past e.g. online vs high street</li> </ul>	
	<p><b><u>Changes within Living Memory – Revisit - Toys</u></b> <b>COMMUNITY/KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>To explain the five stages of my life and know that I have changed</li> <li>To know how toys have changed since I was a baby</li> <li>To know why toys have changed over time</li> <li>To explain the similarities and differences of toys from now and in the past</li> </ul>	
	<p><b><u>The Lives of Significant Individuals- Mary Anning + David Attenborough</u></b> <b>COMMUNITY/KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>To know that a community is a group of people living in a place, such as the seaside community Mary Anning lived in</li> <li>To explain the life of Mary Anning using a simple timeline</li> <li>To know what Mary Anning did e.g. palaeontologist and what she discovered</li> <li>To understand why Mary Anning was a significant person and why she is remembered</li> <li>To explain the life of David Attenborough using a simple timeline</li> <li>To know what David Attenborough did e.g. naturalist and what he achieved</li> <li>To understand why David Attenborough is a significant person and how he has changed some people's thinking</li> <li>To be able to compare Mary Anning and David Attenborough and explain what was similar or different about them</li> </ul>	
	<p><b><u>Events beyond Living Memory – The Great Fire of London + Revisit</u></b> <b>COMMUNITY/DEMOCRACY/POWER</b></p> <ul style="list-style-type: none"> <li>To know that London is the capital city of England and is where the Great Fire of London happened</li> <li>To explain what London was like in 1666 e.g. no electricity, disease, no sewers, houses close together</li> <li>To know how and where the fire started and why it spread so quickly</li> <li>To know the order of events of the Great Fire of London and why they are significant</li> <li>To explain the effect of the fire on London and its community</li> <li>To describe how we know about the Great Fire of London</li> </ul>	

## RPS Curriculum Progression of Historical Knowledge

Year 3 + 4	<p><b>Historical Events, People and Places in their own locality – Rusper + Rusper Primary School</b>  <b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>To describe what Rusper and Rusper Primary School is like today</li> <li>To describe what Rusper was like in the past e.g. farming area, no airport</li> <li>To explain what Rusper Primary School was like in the past using specific evidence</li> <li>To know about people and events from the history of Rusper Primary School e.g. Lucy Broadwood, schoolchildren from school log</li> <li>To describe some of the changes that have happened to Rusper Primary School over time</li> </ul>	
	<p><b>Changes in Britain from the Stone Age to the Iron Age</b>    <b>COMMUNITY/ KNOWLEDGE/POWER</b></p> <p><b>Stone Age</b></p> <ul style="list-style-type: none"> <li>To know that there are three ages of the Stone Age – Palaeolithic, Mesolithic and Neolithic</li> <li>To know that the Palaeolithic community were nomads after the Ice Age</li> <li>To know that in the Palaeolithic times, people lived in small bands of about 25 people and were hunters</li> <li>To understand that archaeologist think people lived in Britain and on Doggerland</li> <li>To know that during the Mesolithic period, the community of Doggerland submerged and Britain became one community</li> <li>To know that Star Carr was a settlement in North Yorkshire</li> <li>To know that the Cheddar Man is evidence of life in the Mesolithic period</li> <li>To know that the Mesolithic community were hunter gatherers</li> <li>To know that the Neolithic community grew through their understanding of farming</li> <li>To know that Skara Brae is a settlement in Scotland that tells us about Neolithic life</li> <li>To be able to explain what was different between the different Stone Age periods</li> </ul> <p><b>Bronze Age</b></p> <ul style="list-style-type: none"> <li>To know that about 2,300 BC – 800 BC people migrated from mainland Europe and brought a new technology</li> <li>To understand how Bronze is made from copper ore to iron ore</li> <li>To know that bronze was used to make strong tools, weapons and jewellery</li> <li>To compare technology, people, places, culture, beliefs and ways of life between the Stone Age and Bronze Age.</li> </ul> <p><b>Iron Age</b></p> <ul style="list-style-type: none"> <li>To know that people are now called Celts</li> <li>To know that people migrated from north and west Europe bringing new technology</li> <li>To understand how Iron was made</li> <li>To know that iron made very strong tools and weapons that was more durable than bronze and easily mended by heating and hammering</li> <li>To know that there were many small kingdoms e.g. Lindow Man, Maiden Castle hillfort - built to defend people from attacking tribes</li> <li>To know that coins were beginning to be used as currency and trade began with other countries   used coins as currency</li> </ul>	<p><b>Ancient Egypt</b>    <b>CIVILISATION/ POWER/ KNOWLEDGE/ INVASION</b></p> <ul style="list-style-type: none"> <li>To know who were a few of the early civilisations and what did they achieve</li> <li>To look in-depth at either Ancient Sumer or Indus Valley</li> <li>To know that a civilisation is an advanced place or people</li> <li>To know where the Egyptians lived</li> <li>To know that the Egyptian timeline is split into different periods</li> <li>To know that the Old Kingdom had different rulers</li> <li>To know that the Pyramids of Giza and the great Sphinx were built during the Old Kingdom</li> <li>To know that during the Middle Kingdom ways of burying people changed and shabti figures appear in tombs</li> <li>To know that the New Kingdom was the final period of the Egyptians</li> <li>To know who Hatshepsut was and why she was significant</li> <li>To know what the ancient Egyptians used to write</li> <li>To know why the Rosetta stone is significant</li> <li>To know how the river Nile was used by the ancient Egyptians</li> <li>To know what the Egyptians believed in</li> <li>To know the process of mummification</li> <li>To understand what the ancient Egyptians believed about the afterlife</li> <li>To know about Tutankhamun</li> </ul>
	<p><b>Britain’s settlement by Anglo-Saxons and Scots</b>    <b>INVASION/ POWER/ COMMUNITY</b></p> <ul style="list-style-type: none"> <li>To know that the Romans left Britain in AD 410 and was left unprotected from invaders</li> <li>To know that Scots (Ireland) and Picts (Scotland) raided Britain.</li> <li>To know that the Anglo-Saxons fought off the Scots and Picts in return for money and land (Scots remained in Northern Ireland and Picts remained in lands north of Hadrian’s wall)</li> <li>To know that the Anglo-Saxons liked Britain and begun to settle in AD 450</li> <li>To know where the Anglo-Saxons came from (Saxons- Germany and Netherlands; Angles- Southern Denmark; Jutes- Northern Denmark)</li> <li>To know that the Anglo-Saxons settled alongside the ancient Britons</li> <li>To understand that England looked very different place than today.</li> </ul>	<p><b>The Roman Empire and its impact on Britain</b>    <b>INVASION/ POWER/ CIVILISATION</b></p> <ul style="list-style-type: none"> <li>To know Rome is the capital city of Italy and was the capital of the Roman Empire</li> <li>To know that Romans united their nation and conquered other people and countries ruling an empire</li> <li>To know that the Romans had powerful armies, strict rules and laws technology</li> <li>To know that the Romans created aqueducts and drains</li> <li>To know that the roman empire was led by an emperor who was a powerful man e.g. Emperor Caesar</li> <li>To know that BC = Before Christ, BCE = Before Common Era, AD = anno domini (the year of our Lord), ACE = Common Era</li> <li>To know that the Roman army entered Britain (Britannia) to take it over</li> </ul>

## RPS Curriculum Progression of Historical Knowledge

	<ul style="list-style-type: none"> <li>To know what life was like for the Anglo-Saxons</li> <li>To know that kingdoms formed as chieftains and kings become more powerful</li> <li>To know that there were 7 major kingdoms that emerged across Britain (Wessex, Sussex, Kent, Essex, East Anglia, Mercia, Northumbria)</li> <li>To know that the kingdom of East Anglia was part of the heptarchy in Anglo-Saxon times. (Heptarchy means “seven” + “rule” 7 ruled kingdoms)</li> <li>To explore Sutton Hoo burial a great king was buried on land but in a ship</li> <li>To understand the archaeologists have unearthed burial sites.</li> <li>To know that Anglo-Saxons also gave us place name endings that remain with us today</li> <li>To know that Anglo-Saxons held pagan beliefs of lots of different gods connected to nature</li> <li>To know that by AD 597 Christianity spread- Pope Gregory the Great Catholic Church sent the monk Augustine to Britain to persuade and convert Anglo-Saxons to Christianity</li> <li>To know that Christianity brought faith, literacy and writing of books</li> </ul>	<ul style="list-style-type: none"> <li>To know that Emperor Julius Caesar led the first invasion of Britannia in 55 BC where Celts were beaten by Roman army and made to pay a tribute (send money to Rome)</li> <li>To know that Emperor Claudius led second invasion of Britannia in AD 43, where Romans took most of Britain by AD 80</li> <li>To know about significant individuals who resisted the roman invasion</li> <li>To know about Boudicca who was queen of Iceni tribe</li> <li>To know that Emperor Hadrian built defensive stone wall built across England AD 122 – 128- Hadrians Wall</li> <li>To know that the Romans used Latin to read and write and measured in miles</li> <li>To know that the Romans had many inventions including roads and plumbing</li> <li>To know that the Romans believed in many gods (similar to the Ancient Greeks)</li> </ul>
	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <b>INVASION/ POWER/ COMMUNITY</b></p> <ul style="list-style-type: none"> <li>To know that Vikings were Scandinavian people who were skilled farmers fishermen, warriors and traders (explorers)</li> <li>To know that Scandinavians were from Denmark, Norway Sweden</li> <li>To know that the Vikings invaded Britain due to a short distance by Viking long boat as Britain had riches and valuable resources and could easily be plundered</li> <li>To know that Danish Vikings (Danes) invaded East England and Normandy in Northern France</li> <li>To know that London was attacked first before the Vikings fought northward.</li> <li>To know that York was taken and renamed Yorvik - Viking capital city</li> <li>To know that the Vikings invaded Lindisfarne (a peaceful monastery laden with riches)</li> <li>To know who some of the most powerful Vikings were and what they achieved (King Guthrum)</li> <li>To know who King Alfred the Great was and what he achieved</li> <li>To know that Danelaw was the land of Vikings in Britain</li> <li>To know that the Vikings were defeated in AD 954 with Erik Bloodaxe last Viking king of Yorvik killed at the Battle of Stainmore</li> <li>To know that Ethelred (The Unready) paid the Vikings with silver to leave England</li> <li>To know that in AD 1042 Edward the Confessor became king of England (son of Ethelred Unready) and spent all his time worshipping God</li> <li>To know that Edward the Confessor left control of England to Earl Godwin of Wessex and his son, Harold after he died in AD 1066 leaving no heir to the throne</li> <li>To know that Harold was chosen to be king King Harold II</li> <li>To know that on September 25th AD 1066 Battle of Stamford Bridge Harold II fought and won against Harald Hardrada THEN marched south 14th October AD 1066 Battle of Hastings Harold II fought and lost against William Duke of Normandy</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 + 6</p>	<p><b>Windrush Generation</b> <b>COMMUNITY/DEMONCRACY</b></p> <ul style="list-style-type: none"> <li>To recognise where Jamaica is (Caribbean) and identify some key points in its history such as: 1494 – discovered and claimed by Christopher Columbus, 1655 – under English rule and becoming the centre of the slave trade</li> <li>To recognise the importance that the people of Jamaica played supporting Britain during World War 2 including the roles that they took on (RAF, Navy, Merchant Navy and Army)</li> <li>To know that because of their support during the war, people in the Caribbean wanted to start a new career and life in Britain</li> <li>To understand that Britain had a shortage of workers of WW2</li> <li>To recognise that on Wednesday 22<sup>nd</sup> June 1948, MV Empire Windrush brought 1,000 Caribbean-British settlers to England</li> <li>To know that life for many was different to what they had read – they had to accept jobs that were lower skilled and paid less</li> <li>To know that in 1959, a young black man called Kelso Cochrane was murdered in London – this caused protests and riots demanding change and acceptance</li> </ul>	<p><b>Compare non-European Society with Anglo-Saxons (Maya)</b> <b>CIVILISATION/KNOWLEDGE/POWER</b></p> <ul style="list-style-type: none"> <li>To show that the Mayans lived in Mesoamerica (Mexico, Guatemala, Honduras, Belize) and the environment of this area</li> <li>To identify key points in Maya’s history such as AD 250 (flourishing), AD 600 (huge city-states), AD 750 (cities declining) and AD 840 (drought, famine)</li> <li>To recognise that Mayan city-states were surrounded by rainforests and had a plaza, pyramid, temple, palace, ball court and ordinary homes</li> <li>To recognise that the Mayan’s invented a style of writing including glyphs, stelae and codex</li> <li>To recognise the Mayan number system and spot patterns within it</li> <li>To recognise and understand how the Mayan’s showed the movement of time including the Tzolk’in and the Haab</li> <li>To understand the different ideas that led to the Mayan city-states decline including deforestation, war and people rebelling</li> </ul>

## RPS Curriculum Progression of Historical Knowledge

<ul style="list-style-type: none"> <li>• To know that in 1966, the first Notting Hill Carnival was set up</li> <li>• To know who Norma Best was and key points during her life including training as a teacher and a head-teacher</li> <li>• To explain how the Windrush generation changed Britain for the better, including enriched British culture, helping during WW2 and attitudes</li> </ul>	
<p><b>Battle of Britain INVASION/COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• To explain the reasons why Britain declared war on Germany in 1939 (Hitler and the Nazi Party, Germany attacked Poland)</li> <li>• To understand what rationing is and why it was introduced in January 1940 (Germany attacking supply ships)</li> <li>• To recognise how the Women's Land Army and Dig for Victory supported life during the war</li> <li>• To understand what evacuation was and what it was like to be an evacuee during World War 2</li> <li>• To identify the key events of the Battle of Britain (August 1940 – airfields and factories attack, 24<sup>th</sup> August Germany accidentally bomb London, 15<sup>th</sup> September – Battle of Britain Day and 31<sup>st</sup> October – Battle of Britain ended)</li> <li>• To recognise how Air raid shelters and Fire Watchers helped people during the Battle of Britain</li> <li>• To recall key information from 7<sup>th</sup> September such as London heavily bombed</li> <li>• To recognise that other key cities and town were bombed badly such as Belfast, Birmingham, Coventry, Cardiff, Liverpool and Manchester</li> </ul>	<p><b>Ancient Greeks POWER/DEMOCRACY/KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• To know the physical geography surrounding Ancient Greece</li> <li>• To know the Archaic Period was 800BC – 500BC and identify key features such as Athens/Sparta, beginning of democracy and first Olympic games</li> <li>• To know the Classical Period was 500BC – 323BC and identify key features such as great thinking, theatre and arts, warring city states</li> <li>• To know the Hellenistic period was 323BC – 146BC and identify key features such as Alexander the Great's death and Greek power deteriorated</li> <li>• To know that the Ancient Greek were polytheistic (believed in many gods) and were worshipped by building sanctuaries and temples</li> <li>• To recognise the 12 gods of Olympus</li> <li>• To know that Athens was a key city state with key features such as democracy, great thinkers and walled city etc.</li> <li>• To know that Sparta was a key city state with key features such as fearsome fighting city, no city walls etc.</li> <li>• To compare the city states of Athens and Sparta</li> <li>• To know that democracy was important in Athens and understand how the citizens of Athens could vote</li> <li>• To know that Ancient Greeks invented the theatre and viewed it in an amphitheatre</li> <li>• To recognise that comedy and tragedy were two types of play</li> <li>• To recognise that myths and fables were stores shared over many centuries through speaking and writing</li> <li>• To know that a myth is a fantastical adventure of gods and heroes e.g. Odysseus and the Cyclops</li> <li>• To know that a fable is a gentle story that involves animals to point out a truth or moral e.g. Aesop</li> <li>• To recognise that the Olympic Games were a competition between athletes from different city-states.</li> <li>• To be able to recognise the 8 key events of the Olympic games: chariot racing, boxing, wrestling, running, armed combat, discus, archery and javelin</li> </ul>
<p><b>Local History Study COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• To understand why Sussex was an important location during World War 2</li> <li>• To understand why there were airbases across Sussex during World War 2</li> <li>• To understand why the airbases were important to the war effort (geographical, location to the channel)</li> <li>• To understand what effect the airbases have on our local area (repatriated farmland, influx of internationals)</li> <li>• To demonstrate how we remember the brave men and women who defended our country including a link to famous airmen</li> </ul>	
<p><b>Study Five Monarchs Through Time POWER/INVASION/DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>• To know that William the Conquer was in power from 1066 – 1087 and identify key points from his life such as Battle of Hastings, Norman castles and the Tower of London</li> <li>• To know that Henry VIII was in power from 1509 – 1547 and identify key points from his life including: breaking away from the catholic church, declaring war on France and providing a male heir</li> <li>• To know that Elizabeth I was in power from 1558 – 1603 and identify key points from her life including discovery, trade and empire</li> <li>• To know that Charles II was in power from 1660 – 1685 and identify key points from his life including escaping from the civil war, reigning through the plague and the Great Fire of London</li> <li>• To know that Queen Victoria was in power from 1837 – 1901 and identify key points from her life including: British Empire, Industrial Revolution and the Crimea War</li> </ul>	

## RPS Curriculum Progression of Historical Knowledge

Historical vocabulary							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Tier 2 Advanced	<p>After</p> <p>Before</p> <p>New</p> <p>Old</p> <p>Now</p> <p>Time</p> <p>History</p> <p>Historian</p> <p>Past</p> <p>Present</p>	<p>toddler</p> <p>timeline</p> <p>different</p> <p>compare</p> <p>memory</p> <p>legacy</p> <p>inspire</p> <p>revealed</p> <p>explore</p> <p>similar</p> <p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p> <p>Vocab for local study</p> <p>constructed</p> <p>community</p> <p>education</p> <p>study</p>	<p>ancient</p> <p>community</p> <p>dense</p> <p>extinct</p> <p>roaming</p> <p>prehistory</p> <p>previously</p> <p>conquered</p> <p>rebellion</p> <p>luxurious</p> <p>culture</p> <p>settlement</p>	<p>abandoned</p> <p>defenceless</p> <p>dominant</p> <p>missionary</p> <p>pagan</p> <p>reliant</p> <p>contested</p> <p>exile</p> <p>descendant</p> <p>heir</p> <p>plunder</p> <p>truce</p> <p>colossal</p> <p>stability</p> <p>society</p> <p>civilization</p> <p>irrigation</p> <p>mysteriously</p>	<p>population</p> <p>famine</p> <p>descendant</p> <p>declining</p> <p>citizen</p> <p>native</p> <p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>intolerance</p> <p>immigrate</p> <p>prejudice</p> <p>colony</p> <p>emigrate</p> <p>discrimination</p> <p>.ferocious</p> <p>infantry</p> <p>civilians</p> <p>intercept</p> <p>radar</p> <p>occupation</p>
Tier 3 Subject specific		<p>construction</p> <p>physical</p> <p>imagination</p> <p>lifetime</p> <p>stages</p> <p>fossil</p> <p>documentary</p> <p>significant</p> <p>naturalist</p> <p>expedition</p> <p>orbit</p> <p>racism</p> <p>significant</p> <p>astronaut</p> <p>expedition</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p> <p>Vocab for local study</p> <p>diary</p> <p>headmaster/mistress</p> <p>discipline</p> <p>punishment</p>	<p>domesticated</p> <p>arid</p> <p>gatherer</p> <p>nomad</p> <p>reared</p> <p>submerged</p> <p>amphitheatre</p> <p>emperor</p> <p>aqueducts</p> <p>invasion</p> <p>barbarian</p> <p>forum</p>	<p>heptarchy</p> <p>laden</p> <p>sporadic</p> <p>vanquish</p> <p>viewpoint</p> <p>migration</p> <p>decimated</p> <p>incursion</p> <p>ransack</p> <p>severed</p> <p>martyr</p> <p>marauding</p> <p>funerary</p> <p>hieroglyphs</p> <p>artefact</p> <p>pillaged</p> <p>obelisk</p> <p>pharaoh</p>	<p>deforestation</p> <p>codex</p> <p>sacrifice</p> <p>astronomy</p> <p>warrior</p> <p>polytheistic</p> <p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>	<p>racism</p> <p>segregation</p> <p>diversity</p> <p>disembarked</p> <p>demobilized</p> <p>iniquitous</p> <p>anti-Semitic</p> <p>Luftwaffe</p> <p>blitzkrieg</p> <p>evacuated</p> <p>rationing</p> <p>blackout</p>