



Faithful. Ambitious. Empowered.
HISTORY | KPI PROGRESSION

Year One			
Theme	Chronological Knowledge and understanding	Disciplinary Knowledge	Conceptual knowledge
Theme 1	Can name some of the members of The Royal Family, including, parents, wife, children and grandchildren.	To recognise similarities and differences between the Monarch's life, routine, family and their own.	To understand that things (titles) can be inherited
Theme 2	To talk about toys from their own history using words that show the passing of time, including days of the week, months and years.	Can confidently recall/talk about similarities and differences, significance, and continuity and change in relation to toys	To understand how human innovation (materials) has changed toys over time
Year Two			
Theme	Chronological Knowledge and understanding	Disciplinary Knowledge	Conceptual knowledge
Theme 1	To know how London fought fires before and after 1666	To understand the cause of the Great Fire of London, i.e. London being an old thriving and densely populated place due to trade and work and the impact of materials of the time, and poverty played.	To know is meant by Autocratic leadership
Theme 2	To know key significant people: Christopher Columbus, Alan Rouse, Felicity Aston	Can confidently recall/talk about similarities and differences, significance in relation to explorers.	To understand the importance of exploration to humans
Year Three			
Theme	Design	Make	Evaluate
Theme 1	To understand how the invention of farming changed how humans lived and interacted, compared to hunter gathers.	Understand how our knowledge of the past is constructed from a range of sources including artefacts.	To begin to understand how trade influenced the behaviour of humankind.
Theme 2	To know and understand Ancient Egyptian culture, including art, architecture and diets.	Can confidently recall/talk about similarities and differences, historical significance, consequences and historical interpretations of sources and artefacts in relation to Ancient Egyptians.	To understand how trade helped civilisations flourish.
Theme 3	In 1886, the Lever brothers established one of the first companies to manufacture soap from vegetable oils.	To understand the consequences of a thriving river trade on deprivation as a result of expanding populations.	To understand how human endeavour can be distorted by greed and wealth.
Year Four			
Theme	Design	Make	Evaluate
Theme 1	To know some key people from a Mycenaean myth: (King Acrisius, Oracle at Delphi, Danaë, Perseus, Dictys, King Polydectes, Medusa (Greek Gods Hermes, Athene, Pluto, Zeus) Grey Sisters, Andromeda, Phineas)	To understand similarities and differences between the Minoan, Mycenaean and Athenian period	To understand similarities and differences between the Minoan, Mycenaean and Athenian period
Theme 2	To know where the Iceni tribe originated from and why they opposed the presence of the Romans	To understand what is meant by bias in sources (Julius Caesar's writings) and how it can help with our historical interpretations.	To understand what is meant by Empire and how this was different from the Ancient Greek civilisation.

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Year Five/Six			
Theme	Design	Make	Evaluate
Theme 1	To know the 7 kingdoms of Anglo Saxon England: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.	To understand how a range of sources and historical evidence has allowed historians to interpret what Anglo Saxon and Viking life was like, including significant events.	To understand that England has a diverse history of migration
Theme 2	To know the levels of social hierarchy in Mayan Civilisation: Kings, High priests, nobles, and warriors, merchants, commoners (farmers & labourers) peasants, slaves.	To understand several causes why the Mayan civilisation ended.	Give reasons why the Mayan civilisations grew in power, (trade, architecture, hierarchy, innovation, science)
B - Year Six			
Theme	Design	Make	Evaluate
Theme 1	To know the Treaty of Versailles was one of the most important treaties written bringing the end of WW1	To understand how our knowledge of propaganda helps construct, challenge or test claims about the past using historical evidence.	To understand how human innovation helped cause the mass deaths across the world, and potentially saved millions more.
Theme 2	To know the key features of Early Islamic Civilisation, including art, religion, poetry, and science & technology.	Can confidently recall/talk about similarities and differences, change, cause and historical significance in relation to the early Islamic civilisations.	To understand how our 'western and religious bias' can influence our interpretation of Islamic culture
Theme 3	To add key dates to a timeline: Slave Triangle	To understand the consequence of the abolition of slavery in America in relation to the Civil Rights Movement	To understand how strong leadership can help overcome prejudice, racism and inequality

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