

History Progression of Knowledge KSI 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1						
Topic		Turrets, Towers and Tiaras	Three Queens			
Retrieval		Stories from Yr R. What is a King or Queen? Where do they live?	What is a Queen? Can they think of any Queens (in fact or fiction)?			
Chronology		To be able to name and sequence the construction of three local castles - Dover Castle (1180s), Hever Castle (1383) and Walmer Castle (1539-40).	To be able to sequence the order of the three Queens - Elizabeth I (a long, long time ago), Victoria (a long time ago) and Elizabeth II (our last Queen). Put the Queens on a timeline.			
People, events and significance		What was the role of a castle? Why were they built? Where were they built? Look at features of a castle - Arrow loops, Battlements, Bailey, Drawbridge, Moat, Portcullis, Tower turrets, thickness of walls.	What is the role of a Queen? Explain the difference between Elizabeth I who ruled England and was in charge of everything and Elizabeth II who was a figure head and had no real power. Introduce a major feature from each of the reigns -			

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Change and continuity		Compare a picture of a castle in medieval times and today - how has it changed? What is the purpose of a castle today?	<p>The Spanish Armada (1588)</p> <p>The Empire</p> <p>The Commonwealth</p> <p>How long did they reign?</p> <p>Elizabeth I - 45 years</p> <p>Victoria - 63 years</p> <p>Elizabeth II - 70 years</p> <p>Discuss how the Royal Family has continued for over a century but the role has changed.</p> <p>Compare a picture of Elizabeth I and Elizabeth II. Look at the obvious differences e.g. painting/photo, clothes, transport, retinue etc.</p>			
Cause and consequence		Briefly discuss how our castles have defended our nation and kept it safe from invaders.	Briefly discuss the results of the empire that have led to the expansion of the commonwealth and the multi-cultural Britain in which we live today.			

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Contextual Vocabulary		King, Queen, Monarch, Kingdom, Nation.	King, Queen, Monarch, Kingdom, Empire, Nation, Commonwealth.			
Topic Vocabulary		Old, new, long ago, long long ago, past, present, future, difference, same, arrow loops, battlements, bailey, drawbridge, moat, portcullis, tower turrets, defend/defence, stronghold.	Old, new, long ago, long long ago, past, present, future, technology, difference, same, ruler, figure head, reign.			
NC Links		The events beyond living memory that are significant nationally. The lives of significant individuals in the past who have contributed to national achievements (William the Conqueror and Henry VIII).	The events beyond living memory that are significant nationally or globally [for example, the The Spanish Armada, The expansion of the British Empire and the formation of The Commonwealth. The lives of significant individuals in the past who have contributed to national and international achievements.			

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Builds on to		<p>The Tudor dynasty and their impact on our lives today.</p> <p>One of the most famous castles, The Tower of London, and its importance in our nation - and as custodians of The Crown Jewels.</p>	<p>The differences between life in Britain under both the Tudors and the Victorians and how that has impacted upon the Britain of today.</p>			
	<p>Progression by the end of Key stage 1.</p> <p>These are the basic skills and abilities to be developed through Years R, 1 and 2</p> <ul style="list-style-type: none"> • tell and retell a story • have some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others • draw some simple conclusions about sources, such as what an artefact was used for • ask and answer simple historical questions • recognise similarities and differences such as here/there and then/now involving situations, people and events • use referencing skills - to find information in topic books or from another source • distinguish photographs from pictures • observe details in pictorial sources • produce personal/family timelines showing four to five key events in a relationship • sequence three to four events in a story • produce simple family trees • use time words e.g. past, present, long ago etc 					

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Year 2						
Topic	Tudors	A Boy called Dickens		Australia	Pirates	Stuarts
Retrieval	Can you remember the name of a Tudor Queen? Can you name any other monarchs?	Can you remember any information from the Victorian era - Queen, Empire? Recap on the Three Queens - can they order them? We will be focusing on the Queen in the middle (Victoria).		Geography retrieval from Yr 1	Can you remember any information from Tudors and Elizabeth I. Remember Sir Francis Drake and his trip around the world, where he was a Privateer (a pirate who attacked Spanish ships and towns with the permission of the Queen).	Can you order the Tudor/Victorian period? What information can they remember about these two eras?

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Chronology	<p>Introduce the monarchs of the Tudor era - focus on Henry VIII, Edward VI and Elizabeth I.</p> <p>Put the monarchs on a timeline.</p>			<p>Put the colonisation of Australia on a time line at 1770 between Tudors and Dickens</p>	<p>Put the Golden Age of Piracy on a timeline. Show that it was between 1650-1730. How it coincided with King Charles II and GFOL 1666 and was before Victoria's birth in 1819.</p>	<p>Can they place the Tudor and Victorian eras on a timeline? The Stuarts will come in between the two.</p> <p>Put the events of The Great Fire of London in order.</p>
People, events and significance	<p>Reintroduce the 3 monarchs using a simple family tree. What was their role? They were the rulers and not a figure head (as today). Why do we study them? It was a time of major change for Britain when we became a major world power.</p>	<p>Introduce Charles Dickens (recap on Queen Victoria).</p> <p>Charles Dickens who is one of the most famous novelists of all time.- do children know any of his books or seen films of his stories?</p>		<p>To know that Captain Cook discovered Australia and claimed the east Coast for Britain and a colony was set up at Botany Bay near modern Sydney in 1788 made up from criminals. That Australia was already peopled by Aboriginal tribes. That Colonisation and settlement by Britain was an invasion and a way</p>	<p>To know some of the significant people involved in piracy throughout this period. Elizabethan times - Sir Francis Drake and Grace O'Malley Golden Age pirates: 1718 - death of Blackbeard -Captain Teach 1718 - Anne Bonney - female pirate active</p>	<p>Introduce King Charles II (relate to our present King) and Samuel Pepys.</p> <p>Focus on The Great Fire of London - where and when did it start, how did it start, how long did the fire rage and why did it spread so quickly? Explain that we know these facts because of Samuel Pepys and his diary.</p>

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Change and continuity	<p>Introduce an event from each of their reigns -</p> <p>Henry VIII - married 6 times and broke from the Catholic Church, created Church of England.</p> <p>Edward VI - Henry VIII only surviving son was 9 years old when he became King and ruled for 6 years (other people rule in his stead).</p> <p>Elizabeth I - Spanish Armada (retrieval of facts).</p>	<p>Discuss life in Victorian Times compared with today - look at clothes, food, homes and schools.</p> <p>How have things improved since Victorian times?</p> <p>Relate back to Tudor times - what information can they retrieve?</p>		<p>to expand the British Empire.</p>		<p>Sir Christopher Wren was an Architect who designed the rebuilding of London including St Pauls and The Monument</p>
	<p>Discuss life in Tudor times compared with today - look at clothes, food, homes and schools. Lives of Rich and Poor. How have things improved since Tudor times?</p>	<p>How did the changes made by the famous Victorians influence/impact our lives today? Focus on children's work (chimney sweeps/mills) and schooling. How has it improved?</p>		<p>Understand how life changed for the native tribes and their way of life due to fighting with Europeans, effects of disease and claiming land for farming</p>	<p>Has piracy always been the same?</p> <p>Does it still exist and why do people become pirates?</p>	

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Cause and consequence	<p>Show a British Royal Family tree - look at our present King (his descendants were the Tudor monarchs).</p> <p>How have the changes discussed above influenced or impacted our lives today? Show pictures of Tudor homes today e.g. Hampton Court Palace, Hatfield House etc. can children locate local Tudor buildings?</p>			<p>Loss of natives lives and rights from warfare, disease and settlement on their land including influx of non-native species - rabbits, cats, cows etc</p>	<p>What are the effects of piracy? How was the Golden Age stopped and by whom?</p>	<p>What was the impact of the fire? Eliminated Black Death/Plague from the city with death of rats and fleas etc. What lessons did we learn and what changes were made because of the fire? Discuss house construction using bricks, tiles, further apart, sewers, fire service, rebuilding of London, St Pauls and Monument etc. Shows pictures of St Pauls, The Monument and Pudding Lane.</p>
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Contextual Vocabulary	King, Queen, Monarch, Nation, Invasion, Resistance, Church, Religion, Trade.	Queen, Kingdom, Empire, Nation, Punishment.		Agriculture resistance Empire Invasion Migration nation punishment settlement colony trade tax	King, Queen, Empire, nation, punishment, colony, trade, tax	King/Queen Kingdom Nation Church Parliament
Topic Vocabulary	Armada, divorce, heir, Old, long ago, past, difference, same, ruler, figure head, reign, Protestant, Catholic, Church of England.	Queen Victoria, Charles Dickens, novelist, chimney sweep, workhouse, dunce, inventor, invention.		Exploration Navy aboriginal tribe disease	Privateer, Buccaneer, Pirate, Navy, Fleet, treasure, cargo, hanged,	Diary, disease Plague capital MP Mayor firehook fire break gunpowder rebuilding Cathedral Architect
NC Links	The events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.		The events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.
Builds on to	Great Fire of London and the Stuarts, who	Dickensian Times Yr 4 - which will look at social		Deep Deep Down ocean topic Yr 3, WWII and	Understanding role of British Empire in World	

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	<p>reigned after the Tudors.</p> <p>Types of housing used by Tudors that was major cause of the fire,</p>	<p>and technological changes during Dickens lifetime - Stephenson's Rocket and expansion of railways, Isambard Kingdom Brunel and engineering, Crimean War and Florence Nightingale, Art by William Turner</p>		<p>why we had Australian troops fighting for the British Empire.</p>	<p>trade and the location of settlements, colonies and the problems encountered.</p>	
	<p><i>Progression by the end of Key stage 1.</i></p> <p>These are the basic skills and abilities to be developed through Years R, 1 and 2</p> <ul style="list-style-type: none"> • tell and retell a story • have some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others • draw some simple conclusions about sources, such as what an artefact was used for • ask and answer simple historical questions • recognise similarities and differences such as here/there and then/now involving situations, people and events • use referencing skills - to find information in topic books or from another source • distinguish photographs from pictures • observe details in pictorial sources • produce personal/family timelines showing four to five key events in a relationship • sequence three to four events in a story • produce simple family trees • use time words e.g. past, present, long ago etc 					

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