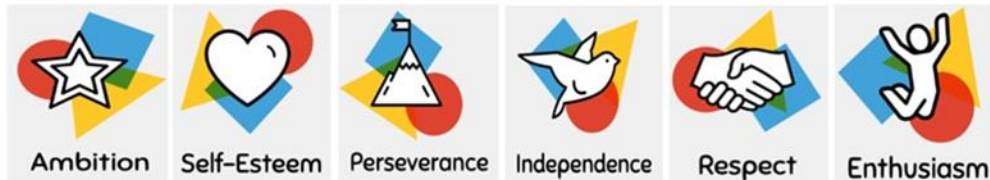


## History Knowledge Ladder

<i>In year...</i>	<i>I need to</i>
Year 6	<p>Chronological understanding of all periods studied in KS1 and 2.</p> <p>Victorians: Social Reform and Local area study Studying the changes over time in Islington; living conditions, buildings, work, population and how the expansion of the railway changed Islington and affected people's lives.</p> <p>Crime and Punishment: children study crime and punishment from Ancient Rome to Saxons, to Tudors and Victorians.</p>
Year 5	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>• <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li>• <i>Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li>• <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li>• <i>Anglo-Saxon art and culture</i></li> <li>• <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• <i>Viking raids and invasion</i></li> <li>• <i>Resistance by Alfred the Great and Athelstan, first king of England</i></li> <li>• <i>Further Viking invasions and Danegeld</i></li> <li>• <i>Anglo-Saxon laws and justice</i></li> <li>• <i>Edward the Confessor and his death in 1066</i></li> </ul>
Year 4	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>• <i>Julius Caesar's attempted invasion in 55-54 BC</i></li> <li>• <i>The Roman Empire by AD 42 and the power of its army</i></li> <li>• <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i></li> <li>• <i>British resistance, for example, Boudica</i></li> <li>• <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world <i>The legacy of Greek or Roman culture (art, architecture, literature) on later periods in British history, including the present day</i></p>



	<p>Africa – Benin (West Africa) c. AD 900 – 1300. Non-European society that provides contrast with British history.</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone Age: <i>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></p> <p>Bronze Age to Iron Age: <i>Bronze Age religion, technology and travel, for example, Stonehenge</i></p> <p><i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p> <p><i>Ancient China: In-depth study of The Shang Dynasty: achievements, overview of when and where the civilisations appeared</i></p>
Year 2	<p>Children will learn where people and events they study fit within a chronological framework. They will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (monarchs, Samuel Pepys, Christopher Columbus, Dian Fossey) and will use them to compare aspects of life in the different periods.</p> <p>Children will learn about significant historical events, people and places in their own locality.</p> <p>They understand that we have a Queen that rules us and that Britain has had a king or queen for many years.</p> <p>Children will recount some interesting facts from an historical event, such as when The Great Fire of London started.</p>

Year 1	<p>Children will develop an awareness of the past. They will learn about changes within living memory. They will learn significant historical events, people and places in their own locality (Dick Whittington).</p> <p>Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements (Ernest Shackleton, as well as other Arctic explorers; the Wright brothers).</p>
Reception	•
Nursery	•

