

St. Mary's Catholic Primary School

History Knowledge & Skills Progression

Early Years

| | Using language associated with the past | Remembering and discussing their own lives | Talking about things they have done with people that are special to them | Recognising chronology within stories |
|-------------------------|--|--|--|---|
| Relevant ELG | <p>ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>ELG: Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>ELG: Listening - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p> <p>ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>ELG: Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling</p> |
| KSI Readiness Objective | <ul style="list-style-type: none"> Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past | <ul style="list-style-type: none"> Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order | <ul style="list-style-type: none"> Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. | <ul style="list-style-type: none"> Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past. |

Key Stage One

| Year | Term | Unit | Historical Enquiry | Historical Understanding | Chronological Understanding | Vocabulary |
|------|----------------------|-----------------------------|--|---|---|---|
| One | Learning Block One | Toys Past & Present | <ul style="list-style-type: none"> - I know that some objects were different in the past to how they are today. - I can describe old objects. - I can identify objects that are old and objects that are new. - I can compare old and new objects. | <ul style="list-style-type: none"> - I know that the toys my parents and grandparents played with are different to the toys I play with today. | <ul style="list-style-type: none"> - I can order decades chronologically. | <ul style="list-style-type: none"> - Decade |
| One | Learning Block Three | Castles | <ul style="list-style-type: none"> - I can use simple texts to find out about people and events of the past. - I can use photographs of castles to find out about the past. | <ul style="list-style-type: none"> - I know that people fight battles to take control of a country. - I know that castles were built as fortresses and can explain why this was necessary. - I can suggest some actions a new monarch would need to take to make sure his crown was safe. - I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. - I can explain how uses for castles have changed over time. | <ul style="list-style-type: none"> - I know when the Normans lived. - I can organise events into a simple timeline. | <ul style="list-style-type: none"> - Medieval - Rebellion - Monarch - Monarchy - Normans |
| Two | Learning Block Two | Guy Fawkes & Gunpowder Plot | <ul style="list-style-type: none"> - I can use simple texts and images to find out about the past. | <ul style="list-style-type: none"> - I know that King James was king during the time of the gunpowder plot. | <ul style="list-style-type: none"> - I can order simple events chronologically. | <ul style="list-style-type: none"> - Parliament |

| | | | | | | |
|-----|---------------------|--|---|---|--|---|
| | | | <ul style="list-style-type: none"> - I can use my knowledge of the past to guess how people at the time might have felt. | <ul style="list-style-type: none"> - I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. - I understand the reasons behind the gunpowder plot. - I can name some monarchs, including King James I and Elizabeth I. - I can explain why events in the past are still significant today. | | |
| Two | Learning Block Four | What were Seaside holidays Like in the Past? | <ul style="list-style-type: none"> - I can use a range of photographs to infer information about the past. | <ul style="list-style-type: none"> - I can explain why changes in society, particularly the steam train, made seaside holidays popular. - I know that the lives of rich and poor people were very different in the past. - I know that changes in society led to seaside holidays becoming very popular in Victorian times | <ul style="list-style-type: none"> - I can order photos from three different eras chronologically. - I can compare the features of seaside holidays 100 years ago, 50 years ago and today. | <ul style="list-style-type: none"> - Steam train - Tradition - Bathing machine - Promenade - Modern - Old-fashioned |

Key Stage Two

| Year | Term | Unit | Historical Enquiry | Historical Understanding | Chronological Understanding | Vocabulary |
|-------|---------------------|--|---|---|---|---|
| Three | Learning Block One | Pre Historic Britain (Stone Age to Iron Age) | <ul style="list-style-type: none"> - I can explain how archaeologists use artefacts to learn about the past. - I can explain some of the methods archaeologists use to find out about the past. - I can explain why Star Carr is an important archaeological site. - I can use a variety of sources to answer questions about the past. | <ul style="list-style-type: none"> - I know what the term 'prehistory' means. - I know that the Stone Age can be split into three different time periods. - I can describe the main features and developments of each of the eras of prehistory | <ul style="list-style-type: none"> - I can place the Stone Age, Bronze Age and Iron Age on a timeline. - I know that prehistory spans millions of years. | <ul style="list-style-type: none"> - Prehistory - Archaeologist - Archaeology - Palaeolithic - Mesolithic - Neolithic |
| Three | Learning Block Four | Invaders & Settlers: Romans | <ul style="list-style-type: none"> - I can consider different points of view about a historical events. - I can study different accounts of a historical figure and suggest why they are different. - I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. | <ul style="list-style-type: none"> - I can explain why and how the Romans invaded Britain. - I know that Celts were living in Britain at the time of the Roman invasion. - I can describe what life was like in Celtic Britain. - I can describe the events surrounding Boudicca's revolt. - I can describe some of the technological advances that the Romans brought to Britain. | <ul style="list-style-type: none"> - I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. - I can place the Romans on a timeline. - I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. | <ul style="list-style-type: none"> - Invade - Settle - Roman Empire - Emperor - Revolt |

| | | | | | | |
|------|---------------------|-----------------------------|---|---|---|--|
| | | | | - I can suggest how Britain might be different today if the Romans had never invaded. | | |
| Four | Learning Block Four | Anglo-Saxons, Picts & Scots | <ul style="list-style-type: none"> - I can explain some of the ways archaeologists choose which sites to excavate. - I know that there are questions about the past that have not yet been decisively answered by historians. - I can use artefacts to support my ideas about who was buried at Sutton Hoo. - I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. - I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. - I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. - I know that I need to think critically about a historical source in | <ul style="list-style-type: none"> - I know who the Anglo-Saxons were and where in Europe they came from. - I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. - I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. - I can write my name using the Ogham alphabet. - I can explain how Christianity came to Britain. | <ul style="list-style-type: none"> - I can place the Anglo-Saxons on a timeline. - I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. - I know when Christianity came to Britain. | <ul style="list-style-type: none"> - Sutton Hoo - Anglo-Saxons - Picts - Scots - Conquer - Pagan |

| | | | | | | |
|------|--------------------|--------------------|---|--|---|--|
| | | | order to assess its reliability. | | | |
| Four | Learning Block Two | The Maya | <ul style="list-style-type: none"> - I can generate multiple questions to explore, choosing the ones I most want to investigate. - I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. - I understand the importance of preserving historical documents and artefacts. - I know that knowledge about the past is constantly improving as historians make more discoveries. - I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. | <ul style="list-style-type: none"> - I can explain how the Mayan ruins were discovered. - I know that the Mayans were organised into city states that were controlled by absolute monarchs. - I can explain the roles and status of different types of people in Mayan society. - I can describe Mayan religious beliefs, including the need for blood sacrifices. - I can describe the Mayan number and writing systems, and the Mayan calendar. | <ul style="list-style-type: none"> - I know when the Mayan civilisation was. - I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. | <ul style="list-style-type: none"> - Aztec - Conquistador - Colony - Maya - Constitutional monarchy - Democracy - City state - Absolute monarchy |
| Five | Learning Block One | The Ancient Greeks | <ul style="list-style-type: none"> - I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. - I can identify the difference between | <ul style="list-style-type: none"> - I can describe some features of each of the periods in the ancient Greek civilisation. - I know that ancient Greece was made up of independent city states. | <ul style="list-style-type: none"> - I can arrange key civilisations in world history chronologically. - I can name the periods in the ancient Greek civilisation and order them on a timeline. | <ul style="list-style-type: none"> - Ancient Greece - Minoan age - Mycenaean age - Dark age |

| | | | | | | |
|-----|----------------------|----------------|--|---|---|--|
| | | | <p>primary and secondary sources of information.</p> <ul style="list-style-type: none"> - I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. | <ul style="list-style-type: none"> - I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. - I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. - I can compare and contrast the city states of Athens and Sparta. - I can name some of the major ancient Greek gods and explain each one's characteristics. - I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. - I can name some famous ancient Greek philosophers and explain why they are remembered today. - I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. | | <ul style="list-style-type: none"> - Classical period - Archaic period - Athens - Sparta - Peloponnesian - Hellenistic period - Polis (city states) - Oligarchy - Democracy - Primary source - Secondary source - Olympia - Olympians |
| Six | Learning Block Three | The Victorians | <ul style="list-style-type: none"> - I can read extracts from a range of increasingly challenging sources. | <ul style="list-style-type: none"> - I can explain some of the key events in the life of Queen Victoria. | <ul style="list-style-type: none"> - I can place the Victorian era on a timeline. - I can explain the where the reign of Queen Victoria | <ul style="list-style-type: none"> - Monarch - Throne - Coronation - Industrial Revolution |

| | | | | | | |
|-----|--------------------|-------------------|---|---|--|--|
| | | | <ul style="list-style-type: none"> - Use a range of photographs to infer information about the past. - Draw conclusions about the impact of the Industrial Revolution on Britain today. - Use a variety of primary and secondary sources to infer information about Victorian life. | <ul style="list-style-type: none"> - I can describe the impact of the Industrial Revolution on Britain. - I can name some of the Victorian inventions and how they're used today. - I can describe key features of Victorian healthcare. - I can name some Victorian leisure activities. | <p>sits in the history of British monarchs.</p> <ul style="list-style-type: none"> - Order Victorian inventions chronologically. - I can explain the impact of the Industrial Revolution on Britain. | <ul style="list-style-type: none"> - Inventions - Apothecaries - Century - Leisure |
| Six | Learning Block Two | The Shang Dynasty | <ul style="list-style-type: none"> - I know that some historical sources are written thousands of years after the event and are thus unreliable. - I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. - I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. - I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, | <ul style="list-style-type: none"> - I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. - I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. - I can explain what oracle bones were used for and why they are a useful historical source. - I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. - I can describe the writing system of the Shang Dynasty and identify some of the pictographs. | <ul style="list-style-type: none"> - I can identify the Shang Dynasty on a timeline of ancient China. - I know that the Shang Dynasty was in power during the Bronze Age of Britain. | <ul style="list-style-type: none"> - Dynasty - Shang Dynasty |

| | | | | | | |
|-----|---------------------|----------------------------|-----------------------------|--|--|--|
| | | | and assess its reliability. | | | |
| Six | Learning Block Four | The Changing Role of Women | | | | |