



St Mary's Catholic Academy **History** Knowledge and Skills Progression



		Chronological understanding	Knowledge and Understanding	Interpretations of History	Historical Enquiry (Disciplinary Knowledge)	Organisation and Communication
F1	Skills	<ul style="list-style-type: none"> Begin to recognise if an object is old or new. To recognise a photo of themselves as a baby. 	<ul style="list-style-type: none"> To begin to talk about past and present events in own life. 	<ul style="list-style-type: none"> To talk about the photos in their learning journey 	<ul style="list-style-type: none"> Talk about significant events in their own experience Begin to talk about how things change <p>Characteristics of effective Learning:</p> <ul style="list-style-type: none"> Finding out and exploring Making links 	<ul style="list-style-type: none"> Talk, draw, play
	Knowledge:					<p style="text-align: right;">Vocabulary</p> <p>Driver words: talk about, name, recognise</p> <p>Skills: recognise</p> <p>Knowledge: old, new, baby, past, same/change</p>
F2	Skills	<ul style="list-style-type: none"> Compare an old and a new artefact To recognise the differences between black and white photos and colour photos Compare themselves now with how they were as babies. (Pre KS1 i) 	<ul style="list-style-type: none"> Talk about past and present events in own life (Pre KS1 ii) 	<ul style="list-style-type: none"> To know that a story is not a fact. To comment on their own memories To talk about the photos in their learning journey: 'I remember when...' (Pre KS1 v) 	<ul style="list-style-type: none"> To ask and answer questions about the past To explore using different mediums eg- fossils in playdough <p>Characteristics of effective Learning:</p> <ul style="list-style-type: none"> Finding out and exploring Making links (Pre KS1 iv) 	<ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing Play (Pre KS1 v)

	Knowledge: <ul style="list-style-type: none"> Name some facts about the lives of people who are familiar to them. Talk about families with experiences of living in other countries (bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad) Know facts about past and present events in their own lives and in the lives of family members. 			Vocabulary Driver words: talk about, name, recognise Skills: recognise, talk about the past, tell a story/comment, compare Knowledge: old, new, baby, past, same/change	
	Chronological understanding	Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation and Communication
	Skills <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or more artefacts from distinctly different periods of time Match objects to people of different ages (KS1 i) 	<ul style="list-style-type: none"> To understand 'now' and 'then' in their own lives. (KS1 ii) 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction (KS1 v) 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts (KS1 iv) 	<ul style="list-style-type: none"> Discussion, drawing/ pictures, drama/role play, making models, writing, using ICT (KS1 iii)
Year 1	Knowledge <p>Living Memory - Did our grandparents have more fun?</p> <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days/experiences (Goose Fair) and that of their grandparents <p>Significant historical local events - Who is the king of the castle?</p> <p>This will support the foundations for settlements - Vikings, Anglo-Saxons etc. in KS2.</p> <ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live Know the history and purpose of castles, specifically Nottingham Castle – <p>Know different designs for castles and their features e.g. fortress</p>				Vocabulary Driver words: describe, compare, order, sequence, ask questions Skills: Sequence events, match, now and then, fact/fiction. Knowledge: Castle, fortress

Year 2	Skills	<ul style="list-style-type: none"> Sequence artefacts closer together in time: check with reference book Sequence photographs etc from different periods in their lives Describe memories of key events in lives (KS1 i) 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times (KS1 ii) 	<ul style="list-style-type: none"> Compare 2 versions of a past event (KS1 v) 	<ul style="list-style-type: none"> Use a source: observe or handle sources to answer questions about the past on the basis of simple observations (KS1 iv) 	<ul style="list-style-type: none"> Discussion, drawing/ pictures, drama/role play, making models, writing, using, information and communication technology (KS1 v)
	Knowledge	<p>Significant people of the past– Florence Nightingale</p> <ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous. Know some key facts about Florence Nightingale (date of birth, why she was important, her life story) Know some of the struggles of the times (War, state of hospitals) Know how F.N.’s story affected decisions made from then on. Name 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 <p>Events Beyond Living Memory - Great Fire of London</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts e.g. water pump Know that children’s lives today are different to those of children a long time ago Know facts about the great fire of London (dates, the story, key people, places/buildings) Know what was learnt from the event (e.g. build material, closeness of houses). 				<p>Vocabulary</p> <p>Driver words: describe, compare, order, sequence, ask questions</p> <p>Skills: Sequence artefacts, compare, observe.</p> <p>Knowledge: Periods, memories, key events, source, diary</p>
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Year 3	Skills	<ul style="list-style-type: none"> Place the time studies on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts (KS2 i) 	<ul style="list-style-type: none"> Find out about the everyday lives of people in the time studied Compare with our life today Identify reasons for and results of people’s actions Understand why people might have wanted to do something (KS2 ii) 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented (KS2 v) 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small detail: artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research (KS2 iii) 	<ul style="list-style-type: none"> Discussion, drawing/pictures, drama/role play, making models Writing, using ICT including green screening. (KS2 iv)

	Knowledge	British history - Stone Age to Iron Age <ul style="list-style-type: none"> Know when the Stone Age was and important facts that represent this time e.g. used metal for making items (tools, weapons). Know how Britain changed between the beginning of the Stone Age and the Iron Age and the main differences between these. Know what is meant by 'hunter-gatherers' and how this changed through time. Know about the first settled communities (farming) and domesticated plants and animals for the first time in history. 		Broader history study - Ancient Egyptians (approx. 3000 years ago) <ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt Know its location in relation to England. Know some important names and places associated with this time period. Know how the Egyptians lived (farming, writing, beliefs etc). 		<p style="text-align: center;">Vocabulary</p> <p>Driver words: explain, compare and contrast, classify, give reasons.</p> <p>Skills: chronological order, sequence, research to understand,</p> <p>Knowledge: Stone Age, Iron Age, tools, weapons, hunter-gatherer, settled, domesticated, societies, Ancient Egypt.</p>	
Year 4	Skills	<ul style="list-style-type: none"> Place events from period studies on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE, CE (KS2 i) 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events (KS2 ii) 	<ul style="list-style-type: none"> Look at the evidence available (KS1 v) 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research (KS2 iii) 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding (KS2 iv) 	
	Knowledge	Broader history study - Ancient Greeks <ul style="list-style-type: none"> Know about Greek life and its influence on the Western world Know some of the main characteristics of the Athenians and the Spartans (army, warriors). Know the influence the gods had on Ancient Greece and know that Ancient Greece is famous for its myths. Know at least five sports from the Ancient Greek Olympics Know that the Ancient Greeks held entertainment (theatres, festivals, sports) of great value. British history - The Roman Empire <ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor e.g. Julius Caesar. 				<p style="text-align: center;">Vocabulary</p> <p>Driver words: explain, compare and contrast, classify, give reasons, select, organise.</p> <p>Skills: identify key features, ask a variety of questions, cause/consequence, make connections</p> <p>Knowledge: BCE, CE, time period, Spartan, myths, Ancient Greeks, gods, empire, chariot, discuss, Parthenon, Olympics, invading, Julius Caesar, conquered, Boudicca, uprising, Colosseum, the Roman Forum, parliament, peasantry.</p>	

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Year 5	Skills	<ul style="list-style-type: none"> Know and sequence key events from the time studied Use relevant terms and period labels Make comparisons between different times in the past (KS2 i) 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period (KS2 ii) 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction (KS2 v) 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence (KS2 iii) 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding (KS2 iv)
	Knowledge	<p>British History - Anglo-Saxons</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today <p>Broader history study - Mayans</p> <ul style="list-style-type: none"> Know about the impact that the Mayan civilization had on the world Know why they were considered an advanced society in relation to that period of time in Europe 				<p style="text-align: center;">Vocabulary</p> <p>Driver words: use historical terminology, evaluate, identify and explain</p> <p>Skills: study aspects, relevant, comparison, draw contrasts.</p> <p>Knowledge: primary /secondary sources, the Angles; Saxons; and Jutes, 'Angle-land', became 'England', shires, North Sea, Normans, Old English, mathematicians, astronomers, limestone, elite, scribes, society, Mayans.</p>
Year 6	Skills	<ul style="list-style-type: none"> Place current study on a time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line (KS2 i) 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied (KS2 ii) 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at (KS2 v) 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account (KS2 iii) 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. (KS2 iv)

	<p>Knowledge</p> <p>British History / local study - WW1</p> <ul style="list-style-type: none">• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history• Know how to place historical events and people from the past societies and periods in a chronological framework• Know how Britain has had a major influence on the world <p>British History (Stone Age to 1066) -Vikings (link to Anglo Saxons)</p> <ul style="list-style-type: none">• Know where the Vikings originated from and show this on a map• Know that the Vikings and Anglo-Saxons were often in conflict• Know why the Vikings frequently won battles with the Anglo-Saxons	<p>Vocabulary</p> <p>Driver words: use historical terminology, evaluate, identify and explain, analyse.</p> <p>Skills: analyse trends, frame historically valid question, create own structured accounts.</p> <p>Knowledge: zeppelins, borders, domestic service, conscientious objectors, Harold Priestley, Battle of the Somme.</p> <p>Vikings, Norse, Jorvik, warriors, Odin, Valhalla, homeland, Scandinavia.</p>
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