

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn T1	My life <i>Reception Ref-Comment on familiar situations in the past. ELG Ref-Talk about lives of people around them.</i>	Important events in history. <i>NC Ref-Changes within living memory; events beyond living memory; lives of significant people.</i>	The Great Fire of London <i>NC Ref-Significant event beyond living memory.</i>	The Stone-Age to Iron Age: <i>NC Ref-Changes in Britain during this time.</i>	Ancient Greece: <i>NC Ref-A study of life, achievements and their influence on the western world.</i>	Vikings <i>NC Ref-The struggle for the Kingdom of England to the time of Edward the Confessor.</i>	World War I: <i>NC Ref-A study of an aspect of British History.</i>
Spring T2	Historic figures from the past and present: <i>Reception Ref-Understand the past, compare and contrast figures from the past.</i>	Queen Victoria and Victorian life in our locality: <i>NC Ref-Significant individual; significant events/people/places in own locality.</i>	Florence Nightingale: <i>NC Ref-Significant individual.</i>	Ancient Egypt: <i>NC Ref-The achievements of the earliest civilisations.</i>	The Romans: <i>NC Ref-The Roman Empire and its impact on Britain.</i>	Aztecs: <i>NC Ref-A Non-European society contrast with British history.</i>	World War II: <i>NC Ref-A study of an aspect of British History, including a significant turning point in British history.</i>
Summer T3	Toys old and new: <i>ELG Ref-Know similarities and differences between things in the past and now.</i>	Holidays past and present: <i>NC Ref-Changes within living memory.</i>	Neil Armstrong and Christopher Columbus: <i>NC Ref-Significant individuals and a comparison of their lives.</i>	Shang Dynasty: <i>NC Ref-The achievements of the earliest civilisations.</i>	Anglo-Saxons, Scots and Picts: <i>NC Ref-Britain's settlement by these groups.</i>	The Victorians: <i>NC Ref-A study of an aspect of British History.</i>	Wigan: <i>NC Ref-A Local History Study</i>



Progression of Knowledge, Skills and Understanding in HISTORY St Mary and St John Catholic Primary School



Investigating and interpreting the past	Reception • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. E.L.G Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	1. Use artefacts, pictures and people to ask and answer questions & find out about the past. 2. Know key facts about our own locality in the past. 3. Use some words related to the passing of time- old, new, a long time ago. (before, after, very old)	1. Ask questions such as: What was it like for people? What happened? How long ago? 2. Use artefacts, pictures, stories and sources to find out about the past. 3. Identify some of the different ways the past has been represented. 4. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	1. Use various sources to gather information about a period or event in history. 2. Use various sources of evidence to answer questions. 3. Formulate questions linked to topic enquiry. 4. Identify similarities and differences between periods in history. 5. Suggest causes and consequences of some of these events.	1. Suggest suitable sources of evidence for historical enquiries. 2. Use evidence to find answers to questions about the past. 3. Formulate questions linked to the topic being covered. 4. Suggest causes and consequences of some of the main events and changes in history. 5. Describe historical events from different periods they have studied.	1. Appreciate how sources help us to understand more about the present and past. 2. Use more than one suitable source of evidence for historical enquiry in order to gain a more accurate understanding of history. 3. Test out a hypothesis to answer a question. 4. Describe historical events from different periods they have studied. 5. Explain some of the reasons why the accounts may differ. 6. Make comparisons between different historical periods, explaining how things have changed.	1. Use sources of information to form testable hypotheses about the past. 2. Select suitable sources of evidence, giving reasons for choices. 3. Seek out and analyse a wide range of evidence in order to justify claims about the past. 4. Refine lines of enquiry as appropriate. 5. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 6. Compare some of the times studied with those of the other areas of interest around the world.
World History		4. Remember certain events and people in History, including those in our locality. (T1) 5. Investigate the life of Queen Victoria and what Victorian times were like in our locality. (T2) 6. Investigate changes in holidays in the past compared with now. (T3) 7. Show an understanding of how historical events and significant individuals have	5. Know and describe a historical event - The Great Fire of London. (T1) 7. Investigate and describe the life of a significant individual from the past - Florence Nightingale. (T2) 8. Investigate and describe significant events and individuals who have contributed to national/international achievements – Neil Armstrong and Christopher Columbus. (T3)	6. Develop a secure knowledge and understanding linked to changes in Britain from the Stone age to the Iron Age (eg. housing, farming, clothing, communication, Skara Brae, Stone Henge, tribal kingdoms, food) (T1) 7. Develop a secure knowledge and understanding of the achievements of an early civilisation – Ancient Egypt (eg. Tutankhamun, mummification, hieroglyphics, Gods and Goddesses, aspects of Egyptian life) (T2)	6. Develop a secure social, ethnic, cultural or religious knowledge and understanding of the achievements of an early civilisation of the Ancient Greeks (eg. Gods and Goddesses, city states, Troy, Marathon, aspects of ancient Greek life) (T1) 7. Develop a secure knowledge and understanding linked to the Roman Empire and its impact on Britain (eg. Julius Caesar, the Roman army, Hadrian's Wall, Boudicca, 'Romanisation' of Britain) (T2)	7. Develop a secure knowledge and understanding of British History linked to the Viking and Anglo Saxon struggle (eg. raids and invasions, Alfred the Great, Danegeld, laws and justice, Edward the Confessor) (T1) 8. Develop a secure knowledge and understanding of a non-European society that provides contrasts with British history – Aztecs (eg. food, number system, Gods, aspects of Aztec life) (T2) 9. Develop a secure knowledge and understanding of an aspect of British history linked to the Victorians (eg. plague,	7. Develop a secure knowledge and understanding of an aspect of British history linked to a significant turning point – World War I (T1) 8. Develop a secure knowledge and understanding of an aspect of British history linked to a significant turning point – World War II (eg. Battle of Britain, evacuation, rationing, propaganda, home front, war effort, armed forces) (T2) 9. Identify change in the history of the locality of the school (eg.

		helped our lives be better today.	9. Compare aspects of lives of significant individuals from different periods – Neil Armstrong and Christopher Columbus. (T3) 10. Understand what an eye witness account is and explain why eye witness accounts may vary. 11. Show an understanding of concepts such as civilisation, monarchy, parliament.	8. Develop a secure knowledge and understanding of the achievements of an early civilisation – The Shang Dynasty (eg. aspects of life during The Shang Dynasty, Gods and Kings, dragon bones, Shang artefacts, Fu Hao, Tang Shang) (T3)	8. Develop a secure knowledge and understanding linked to British settlement by Anglo-Saxons, Picts and Scots (eg. fall of Roman empire, Scots invasion, settlements and kingdoms, village life, Christian conversion) (T3)	healthcare and medicine developments, the education system, housing, transport, 10 hours act, Lord Shaftsbury) (T3)	Haigh Hall, Lady Mabel, Uncle Joes, sports, Battle of Wigan Lane) (T3)
Understanding chronology		8. Identify things that happened to them when they were younger. (T1) 9. Sequence life events and key historical events into chronological order. (T1) 10. Explain key differences between past and present in their life and that of children from a different time in History. (T2 & T3)	12. Place events and artefacts in order on a time line. Use terms such as past, present, older, newer, then, now in their historical learning. (T1,T2,T3) 13. Recognise and retell stories in the past. (T1,T2,T3)	9. Place events on a timeline within a specific time in history. (T1,T2,T3) 10. To begin to show an understanding of the concept of change over time. 11. To be able to compare changes between different periods of time. 12. To begin to show an understanding of the main events in a period of history. (T1,T2,T3)	9. Place events, artefacts and historical figures on a time line using dates. (T1,T2,T3) 10. To show an understanding of the main events in a period of history. (T1,T2,T3) 11. To be able to use terms, such as, social and political to describe changes.	10. Place events, artefacts, historical figures, medicine and transport on a time line using dates. (T1,T2,T3) 11. Place these events in relation to other periods of history. 12. To show a secure understanding of the main events in a period of history. (T1,T2,T3)	10. Place events, artefacts and historical figures on a time line using dates, in relation to other periods of history. (T1,T2,T3) 11. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (T1,T2,T3) 12. Identify periods of rapid change in history and contrast them with times of relatively little change. (T1,T2,T3) 13. To explain reasons for the amount of change in a period of history.



Historical Vocabulary and Language

Historical Vocabulary and Language	Now Then Baby Toddler Child Old New Past Present Before After A long time ago Important	As for the previous year plus: Chronological Timeline Significant event Significant individual Queen Victorians Period Locality Artefacts	As for all the previous years plus: Sources Reliable Compare Eye witness Monarch Parliament	As for all the previous years plus: Invade Invasion Settle Settlement Conquer War BC/BCE AD/CE Ancient Century Decade Evidence Defeat	As for all the previous years plus: Significant turning point Early civilisation Reign Allied forces Axis forces Propaganda Tax Empire Emperor Enquiry Revolt Rebellion Leader Ruler Assassination Slaves	As for all the previous years plus: Treaty Unified Legacy Colonise Trade Industry Ascension Family tree Revolution Inventions Era Dynasty Historians Archaeological evidence	As for all the previous years plus: Contrast Ethnic Social Political Religious Cultural Democracy Oligarchy Alliances Trench warfare Armistice Treaty Nobles Sacrifices
	N.B – This list does not include subject specific topic vocabulary such as historical figures names etc. These will be shared and discussed during history sessions as appropriate.						