



St. Bernadette's Catholic Primary School History Progression Plan - Knowledge

KS1		KS2				
<ul style="list-style-type: none"> Changes within living memory Events Beyond Living Memory Lives of significant individuals Local history: Significant historical events, people, and places 		<ul style="list-style-type: none"> Chronology from the Stone Age to 1066 Chronology beyond 1066 Local Study Ancient Civilizations (Approx. 3000 Year ago) Civilizations from 1000 Years ago Ancient Greece 				
<ul style="list-style-type: none"> Develop an awareness of the past Know where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods Choose and use parts of stories and other sources to show understanding of key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is presented. 		<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time and develop appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how knowledge of the past is constructed from a range of sources. 				
EYFS						
Early Learning Goals		<p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Know about the past through settings, characters and events encountered in books read in class and storytelling.</p>				
Autumn Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	All About Me	The Great Fire of London	The Stone Age	Roman Rule of Britain	The Anglo Saxons and the Vikings	The Victorians
	<p>Know how to create a timeline to represent one day and so become aware of how time passes, morning to afternoon to evening to night time.</p> <p>Know how to draw and write captions to represent their lives today and start a timeline to represent a typical day.</p> <p>Know that what they do in</p>	<p>Know that 'The Great Fire of London' occurred centuries before the eras previously studied.</p> <p>Know where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery)</p> <p>Know which historical figures were involved and the evidence they provided e.g., Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King</p>	<p>Know that 'The Stone Age' was a prehistoric era which occurred before the eras previously studied.</p> <p>Know that it was called the Stone Age because it was dominated by stone tools.</p> <p>Know that it consisted of three different periods called Palaeolithic, Mesolithic, and Neolithic.</p> <p>Know that it lasted from 2.5</p>	<p>Know that the Roman invasion coincided with the Iron Age.</p> <p>Know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.</p> <p>Know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed</p>	<p>Know that departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</p> <p>Know that Angles, Saxons, Jutes and Picts were from other parts of Europe.</p> <p>Know that the invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile</p>	<p>Know that The Victorian era was one of rapid development and change, far swifter than previous eras studied.</p> <p>Know what the negative effects of the industrial revolution was on many people's lives.</p> <p>Know who the Luddites were and why were they were so angry and driven to violence.</p>

	<p>a typical day is sometimes different to what their parents and grandparents did.</p> <p>Know that some things may change in the future.</p>	<p>Charles.</p> <p>Know the extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context.</p> <p>Know key historical facts and dates (2nd September 1666 and last for five days)</p> <p>Know the difference between historical sources e.g., primary, and secondary sources and how to use these to gain information</p>	<p>million years ago to approx. 5 million years ago.</p> <p>Know about changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming.</p> <p>Know about the way people lived (homes, diet) was influenced by natural materials.</p> <p>Know that religion became more organised as the era progressed into the Bronze Age. (Burial grounds etc)</p> <p>Know that the Bronze Age drove progress forwards resulting in stronger weapons, better farming, and simple trade. (e.g., simple boats).</p> <p>Know that in the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership.</p>	<p>the Roman invasion.</p> <p>Know that the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.</p> <p>Know about the relationship between Celts and Romans after each invasion (i.e., relative peace and trade links)</p> <p>Know that the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example: religion, public order, food, libraries, language, the calendar, and mathematics).</p>	<p>farmland in England.</p> <p>Know that Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</p> <p>Know that the Anglo-Saxon settlements differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</p> <p>Know that the effectiveness of Anglo-Saxon society depended on discrete skills of its members.</p> <p>Know that Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.</p> <p>Know that the Vikings came from the modern Scandinavian countries of Denmark, Norway, and Sweden.</p> <p>Know that they travelled in boats called longships and first arrived in Britain around AD 787.</p> <p>Know that the Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</p> <p>Know that they were looking for valuable</p>	<p>To know how industrialisation caused urbanisation.</p> <p>Know why the Industrial Revolution led to urbanisation.</p> <p>Know what life was like in Victorian cities.</p> <p>Know what jobs children had to do during the Victorian period.</p> <p>Know how working conditions for children were improved by the Factory Acts.</p> <p>Know how the poor and unemployed were treated during the Victorian period.</p> <p>Know what the Great Exhibition was, and what it represented for Britain at the height of industrialisation.</p>
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Summer Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To Boldly Go!	'Billy Boston!'	'The Road to Wigan	The Ancient Egypt	The Ancient Greeks	The Ancient Maya
	<p>Know that the Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969, and the astronauts were Neil Armstrong and Buzz Aldrin.</p> <p>Know that they were American.</p> <p>Know that the Moon landing was a result of the 'Space Race' between the USA and the USSR.</p> <p>Know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July.</p>	TBC	<p>Know how the local area is different to the way it used to be 50-200 years ago.</p> <p>Differentiate between things that were here 100 years ago and things that were not within the local area – how has Shevington changed? What is still here from the past?</p> <p>Know about the period of history that has strong connections to their locality – mining- and the issues associated with the period.</p> <p>Know that Wigan and Shevington were developed on a coal seam.</p> <p>Know that much of Shevington was developed on the back of the success of local mines.</p> <p>Know what life was like for children down the mines and how these influenced</p>	<p>The Ancient Egyptian Empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</p> <p>Egypt is in North Africa and that 90% is a desert area.</p> <p>The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</p> <p>The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.</p> <p>Ancient Egyptians used hieroglyphics to communicate.</p> <p>The Pharaoh was an</p>	<p>The Ancient Greek Empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</p> <p>Know that Ancient Greece had a warm, dry climate, as it does today.</p> <p>Know that Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language.</p> <p>Know that two of the best-known city states are Athens and Sparta.</p> <p>Know that in Athens, Greek styles of art, architecture, philosophy and theatre was developed.</p> <p>Know that Athens had a democratic government – people who lived there made decisions by voting.</p>	<p>The Ancient Mayan civilisation spanned many different British eras already studied from the Bronze Age through to 1066.</p> <p>Know the geographical placement of Maya (near trade routes and good farmland) and create conclusions on how this may have benefitted their economy and lifestyle.</p> <p>Know the societal structure and political organisation of Maya (city-states with ruling sovereigns).</p> <p>Know the importance of religious rituals for Maya.</p> <p>Know the religious beliefs of Maya civilisation, and how that had a direct impact on their art and societal structure.</p> <p>Know the societal roles of</p>

	<p>Know that the first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs.</p> <p>Know that sources help us to find out about the past and that these take different forms, e.g., photographs and film footage of the moon landing, written articles/films about and featuring the astronauts talking about their experience. Rock samples were also brought back to be studied.</p>		<p>changes in law over time.</p>	<p>Egyptian king who owned all the land, made laws, collected taxes and defended Egypt.</p> <p>A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.</p> <p>Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'</p> <p>Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed</p>	<p>Know that in Sparta, there was a strong emphasis on military warfare.</p> <p>Know that in 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</p> <p>Know that the first Olympic games were held in 776 in the city-state Olympia.</p> <p>Know that the Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</p> <p>Know that religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</p> <p>Some of our alphabet came from the one that the Ancient Greeks used.</p> <p>Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146BC</p>	<p>each individual in Maya, and how this changed depending on an individual's wealth and lineage.</p> <p>Identify and use the Mayan number system.</p> <p>Know the trading practices in ancient Maya. Mayan merchants traded many goods including salt, cotton, honey and jade.</p> <p>Know that the Mayan calendar (Tzolkin) consisted of 260 days and 13 months.</p> <p>Know the key theories regarding the demise of the Mayan civilisation (deforestation, land erosion and drought.) and will have engaged in historical debates on which theory they believe is the most likely.</p> <p>Know the key components of Mayan art and its inextricable link with their religion and mythology.</p>

