



# PROGRESSION OF SKILLS & KNOWLEDGE MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### HISTORY

SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b><u>CHRONOLOGICAL UNDERSTANDING</u></b>	<ul style="list-style-type: none"> <li>Sequence Events in their life.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time-check with reference book.</li> <li>Sequence photographs etc. from different periods their life.</li> <li>Describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Places events from period studied on timeline.</li> <li>Use terms related to the period and begin to date events.</li> <li>Understand more complex terms e.g. BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a timeline.</li> </ul>
<b><u>RANGE OF DEPTH OF HISTORICAL KNOWLEDGE</u></b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Identify differences between ways of</li> </ul>	<ul style="list-style-type: none"> <li>Everyday lives of people in time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women.</li> <li>Examine causes and results of great events and</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with</li> </ul>



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		life at different times.	wanted to do something.	<ul style="list-style-type: none"> <li>Offer a reasonable explanation for some events.</li> </ul>	the impact on people. <ul style="list-style-type: none"> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	another time studied. <ul style="list-style-type: none"> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>
<u>INTERPRETATIONS OF HISTORY</u>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Discuss reliability of photos/ accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence</li> </ul>



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			the period – museum, cartoons etc.			will lead to different conclusions. <ul style="list-style-type: none"> <li>Confidently use the library and internet for research.</li> </ul>
<u>HISTORICAL ENQUIRY</u>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant material to present a picture of one aspect of life in time past.</li> <li>Ask a variety of questions.</li> <li>Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant sections of information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>



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HISTORY						
AUTUMN 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 THEME	Geography Theme	Geography Theme	Geography Theme	Geography Theme	Eureka!	Battle of Britain
Knowledge taught within theme					<p>Locate Ancient Greece, Crete, Athens and Sparta on a map. Place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC -the Golden Age.</p> <p>Understand that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</p> <p>Explain the reasons why Athens was so dominant.</p> <p>Explain why the Battle of Marathon was fought and can give reasons for the defeat of Persia.</p> <p>Understand Greek life and Greek achievements and their influence on the western world.</p> <p>Greek ideas, beliefs and attitudes (especially the role of women).</p> <p>Way of life (grasping that ideas flourished in the society where there were so many slaves to do the hard work).</p> <p>Their legacy, not just an influence on today but on other periods as well (e.g.</p>	<p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Understand what led to the start of WWII, when it started, why it happened and which countries had more involvement.</p> <p>Know what the Blitz is and to understand why the Blitz was unprecedented.</p> <p>Know that evacuation happened and explain why children were evacuated from the cities.</p> <p>Know how people prepared for the war (for example rationing).</p> <p>Understand that women played an important role during WWII and why this is important to society.</p> <p>Know when the war ended and understand the significance of the United Nations.</p> <p>Using our knowledge, explain aspects of WWII and its impact.</p> <p>Understand the work of the volunteer Polish Army during</p>



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AUTUMN 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
					<p>Victorians and Tudors). Understand that the Olympics were not just athletic events (religion and preparation for war were also critically important). Know that many of the words we use today derive directly from the Greek. Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>	<p>WWII and the impact they had. (Polish community in school). Use our 'equalities texts' to learn about black history and key individuals during this period in history. Following WWII, learn about the 'Windrush generation' through personal accounts. Use 'equalities texts'.</p>



# PROGRESSION OF SKILLS & KNOWLEDGE MAP

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HISTORY						
AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 2 THEME	A Toy Story	Caring For Ourselves And Our World	Across The Ages	Invaders And Settlers	Geography Theme	Geography Theme
Knowledge taught within theme	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life then and now. Compare toys from the past with toys from the present. Develop historical language and use of technical vocabulary. Develop enquiry skills to ask questions and learn information about toys.</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Develop enquiry skills to ask questions and learn information about key people in history. Explore the lives and achievements of significant individuals from the health care in the past - Mary Seacole, Florence Nightingale, Marie Curie &amp; Louis Pasteur. Learning about their lives and impact e.g. on nursing, medicine and health care. Learning to look after ourselves and our world. Make comparisons between nursing then and now. The changes Florence Nightingale initiated. Who Florence Nightingale</p>	<p>Introduce the definition and time scale of human prehistory. Find out about early humans and the Palaeolithic period. Find out about people who lived in the Mesolithic Period and Neolithic Periods. Find out about how people lived in the Bronze Age and compare with the Iron Age. How did people survive in the Stone - Iron Age? Know what the differences in settlements looked like. Know the differences between hunting tools and techniques. Understand what it would be like to live in those times (clothing, work, food). Understand the use of materials dependent on the time.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Learn about the Roman withdrawal of Britain in AD410 and the fall of the western Roman Empire. Study the Scots invasions from Ireland to North Britain. Learn about the Anglo-Saxon invasions, their settlements, place names and village life, Anglo-Saxon art and culture. Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>		



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HISTORY						
AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>was, her early life, what impact she had during the Crimean War and on nursing. Make comparisons between nursing then and now. The changes Florence Nightingale initiated. Identify how their achievements have impacted our lives today. Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>				



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HISTORY						
SPRING 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 1 THEME	Flight Of The Navigators	Geography Theme	Geography Theme	Geography Theme	Mayan Magic	Crime And Punishment
Knowledge taught within theme	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Use key words to describe the passing of time. Explore events beyond living memory - the first aeroplane flight. Develop enquiry skills to ask questions and learn information about the invention of flight, the Wright brothers, Amy Johnson and Bessie Coleman.</p> <p>Use primary and secondary sources to find out about the invention of flight, the Wright brothers, Amy Johnson and Bessie Coleman.</p> <p>Develop historical language and use of technical vocabulary. Use primary and secondary sources to find out about the impact of the invention of flight, the Wright brothers and Amy</p>				<p>Focusing on chronology, introduction to the Ancient Mayan civilisation. Exploration and discovery. How do we know so much about this ancient civilisation? Understand the significance of religion in the Mayan society. Understand the Mayan number system and be able to use it. Explore how the Ancient Mayans communicated through writing. Research an aspect of Ancient Mayan society in detail using a range of sources. Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>	<p>Focusing on chronology, identify the broad trends of crime and punishment from the Romans to today. Explore crime and punishment in the Roman period. Understand how the Anglo-Saxon punished common crimes. Explore crime and punishment in medieval/Tudor times and compare this to the Roman era. Explore crime and punishment in early modern history (Victorian era). Know that a crime is something a person does that is against the law. Punishment is a penalty for doing something wrong and comparing how beliefs and behaviour have changed in Britain through time (Anglo-Saxons, Romans, Victorians and today). Write an explanation of X in terms of cause and effect</p>





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SPRING 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Johnson and Bessie Coleman. Name key modes of flight. Name important figures in early aviation, including The Wright Brothers, Bessie Coleman and Amy Johnson. Understand how flight changed the world.</p>					<p>using evidence to support and illustrate their explanation. Know key dates, characters and events - Sir Robert Peel introduced the police force in the Victorian Era. Evaluate this theme and compare crime and punishment through history to the current day. Reflect upon this as a group. Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>



# PROGRESSION OF SKILLS & KNOWLEDGE MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### HISTORY

#### SPRING 2

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 2 THEME	Geography Theme	London's Burning	Secrets Of The Sands	First King of England	Geography Theme	Slavery In The British Caribbean
Knowledge taught within theme		<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Recall the key events of the Great Fire of London.</p> <p>Explore events beyond living memory - The Great Fire Of London.</p> <p>Know what caused the Great Fire of London.</p> <p>Make comparisons between London before the fire and now.</p> <p>Understand the role that Samuel Pepys played in documenting this event.</p> <p>Show awareness of how London has changed, including its buildings, people and transport.</p> <p>Use primary and secondary sources to find out about The Great Fire Of London and the impact it had on the city (Diary of Samuel Pepys).</p>	<p>Understand the chronology of time periods.</p> <p>Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Study the achievements of the early civilisation of Ancient Egypt.</p> <p>Describe what it was like as a person living in Ancient Egypt.</p> <p>Discuss why the pyramids were built and its significance to their beliefs.</p> <p>Identify the resources that the River Nile supplied to the people.</p> <p>Make comparisons between trade now and then using rivers.</p> <p>Identify reasons why discovering Tutankhamun's tomb was an important discovery.</p> <p>Describe why Cleopatra was a significant pharaoh.</p> <p>Use secondary sources to explore the wonders of the</p>	<p>Understand the chronology of time periods.</p> <p>Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Learn about Viking raids and invasions.</p> <p>Study the resistance by Alfred the Great and Athelstan, the first King of England.</p> <p>Research further Viking invasions and Danegeld.</p> <p>Discuss Anglo-Saxon laws and justice.</p> <p>Learn about Edward the Confessor and his death in 1066.</p> <p>Learn about the lives of some people of colour during this time period.</p> <p>Consider empathy and</p>		<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Understand and explain the terms 'British Empire' and the 'Commonwealth'.</p> <p>Understand the relationship to important events in history that must never be forgotten and how we can learn from event sin history.</p> <p>Study individual accounts from slaves.</p> <p>Consider the sensitivity of this topic and how it is important to show empathy and respect for the views of others.</p> <p>Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>



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### HISTORY

#### SPRING 2

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Develop historical language and use of technical vocabulary. Explore what life was like in London at that time. Use primary and secondary sources to find out what impact the fire had on London.</p>	<p>Pyramids; the lifestyles of the Egyptians and their religious beliefs. Learn about Pharaohs during this time period. Their way of life and compare this to the average Egyptian person. Study Howard Carter and his discoveries within Egypt. Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>	<p>make comparisons to our lives today.</p>		



# PROGRESSION OF SKILLS & KNOWLEDGE MAP

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### HISTORY

#### SUMMER 1

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 1 THEME	The Land That Time Forgot	Tennis-tastic!  Hist & Geog Theme	Romans On The Rampage	Henry VIII and Hampton	Changing Power Of Monarchs	Geography Theme
Knowledge taught within theme	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Develop enquiry skills to ask questions and learn information about how we know dinosaurs existed. Develop historical language and use of technical vocabulary. Define key words such as 'extinct', 'eruption', 'fossils', 'prehistoric' and 'paleontology'. Recognise the importance of significant people in history, who discovered that dinosaurs existed e.g. Robert Plot, William Buckland, Richard Owen and Mary Anning and their discoveries. Use primary and secondary sources to find out information.</p>	<p><b>Wonderful Wimbledon</b> Learn about the history of Wimbledon Windmill. Know what a windmill is used for. Visit Wimbledon Tennis Museum - learn about the history of 'Wimbledon', past winners (consider gender and ethnicity). Study old photographs and recent photographs and compare the human and physical features. View video footage to support this. View aerial photos to compare changes over time.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Explore the Roman Empire and its impact on Britain. Learn about Julius Caesar's attempted invasion in 55-54 BC. Study the Roman Empire by AD 42 and the power of its army. Research the successful invasion and conquest by Claudius, including Hadrian's Wall. Investigate the British resistance, for example, Boudicca. Learn about the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Study the local history of Hampton Court Palace and make those links with Henry VIII. Study the life of Henry VIII. Explore the reformation of the Church under the reign of Henry VIII. Understand the changes this had to religion and law across England. Use our 'equalities texts' to learn about black history and key individuals during this period in history. Recognise and understand the importance of studying local history and why</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Describe different types of historical resources. Develop enquiry skills to ask questions and learn information about Queen Victoria, Queen Elizabeth II. Use primary and secondary sources to find out about people from the past - Queen Victoria, Queen Elizabeth II. Compare both monarchs and their impact. Understand the terms 'Empire', 'Commonwealth' and 'Peasantry' in relation to their reigns. Explore how their reigns influenced Britain and the wider world. Study the Empire and the Commonwealth. Understand the positive aspects of the British</p>	



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### HISTORY

#### SUMMER 1

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Henry and Hampton are so important to us.	Empire and Commonwealth. Discuss and consider that there have also been negative aspects to this through history. Know how the British Empire contributed to African slavery. Use our 'equalities texts' to learn about black history and key individuals during this period in history.	



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### HISTORY

#### SUMMER 2

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 2 THEME	Geography Theme	Geography Theme	Geography Theme	Geography Theme	Geography Theme	Geography Theme
Knowledge taught within theme						



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HISTORY						
RECEPTION						
KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Getting to know school & each other  All About Me	Space  Whatever Next	South Pole  Lost & Found	A world of difference  All Are Welcome	Castles  Into the Castle	Pirates  Portside Pirates
Knowledge taught within theme		Lunar Landing  Neil Armstrong	Famous Polar Explorers	Family tree	Castles – features of a castle And associated vocabulary Life in a castle – food / sleeping / heating / sanitation Compare and contrast Castle defences – why windows are not on the 1st floor, arrow slits, battlements, moat, trebuchet, drawbridge, portcullis Henry III & Anne Boleyn Castle visit	Famous pirates  Pirate life – food, rules, sanctions  The names of the oceans / seas where the pirates use to sail
Skills taught within theme	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  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.		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  Compare and contrast characters from stories, including figures from the past.		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  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.	



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HISTORY						
NURSERY						
KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Starting School & settling In Colours of the Rainbow	Colour & Pattern	Happy & Healthy	Growing	Ourselves & our senses	Journeys Holidays
Knowledge taught within theme		'The First Christmas' story		Watching living things grow and change...plants, insects, animals, babies When I grow up I want to be.... 'I can' 'So much'	MYSELF-How I have grown from a baby. What can I do now? What have I done before now? My family love me-I have parents, siblings, grandparents, aunts, uncles, I have inherited features of my family...hair colour, eye colour, tall like daddy etc.	
Skills taught within theme		Children begin to become aware of 'Times Past'		Children become aware of and observe changes over time	Children begin to make sense of their own life-story & immediate family history. To begin to accept differences and that there are different kinds of people around us- We are all children but we are all different. We may look different and our families may look, do and say different things to our friend's families	