



## St Joseph's Catholic Primary School – History Progression

**Disciplinary knowledge is the name given to the knowledge taught in the school curriculum that is about how historians do their work.**

At St Joseph's Catholic Primary School, our History curriculum aims to offer a high-quality history education that will help all pupils, including those with SEND needs, develop confidence, a passion for learning and gain a coherent knowledge and understanding of Britain's past and that of the wider world. When pupils leave our school, they will know more, remember more, and understand more about History. They will have developed a secure knowledge and understanding of people, events and contexts from the historical periods covered and developed the ability to think and write like a historian.

Our curriculum covers the National Curriculum and is underpinned by the building blocks of History (Threshold Concepts) which are emphasised and reinforced in the history curriculum across our schools from KS1 to KS5.

1. Developing chronological understanding
2. Communicating History
3. Investigating the Past
4. Thinking like a Historian

	Year A 2023/24			Year B 2024/25		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>EYFS</b>	Sing a Rainbow What's your emergency	Where is the world? Shiver me timbers	Once upon a time From land to sea	Here to save the day Sing along with us	Love is all around Down on the Farm	Out of this world How does your garden grow
<b>Year 1</b>	Toys in the Past		George Stephenson	Comparing Monarchs		Great Fire of London
<b>Year 2</b>	Comparing Monarchs		Great Fire of London			
<b>Year 3/4</b>	Stone Age to Iron Age		Comparing Ancient Civilisations	Roman Empire and its impact on Britain		Early Islamic Civilisations
<b>Year 5/6</b>	The Changing Power of the Monarchy		Victorian Britain & The Industrial Revolution	Home Front		Anglo Saxon and Viking Britain (Local Link)

*The more you know about the past, the better prepared you are for the future.  
 Theodore Roosevelt*



## KS1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



## KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge and Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica and 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture and Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066
- a local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) and a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day and a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

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- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

\*Core Knowledge and Skills



Early Years Foundation Stage			
	EYFS	Nursery	Reception
Developing understanding of Chronology	<ul style="list-style-type: none"> <li>Appreciate the difference between old and dirty or worn.</li> <li>Know the difference between old and new.</li> <li>Know the difference between long ago and now</li> <li>Compare old and new objects/ artefacts and be able to put up to two artefacts or events in order.</li> <li>Begin to appreciate that their life is different to the lives of people in the past.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Use words like yesterday, last week, old and new</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Comment on images of familiar situations in the past.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Talk about the lives of people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
Communicating History	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Talk, draw and write to show ideas/communicate understanding.</li> <li>Begin to sequence pictures to show time order</li> </ul>		
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> <li>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</li> <li>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</li> </ul>		
Thinking like a Historian	<ul style="list-style-type: none"> <li>Give a reason for why something has changed between now and the past.</li> <li>Look at or touch objects from the past and comment on appearance.</li> <li>Recognise that the past is different from today.</li> </ul>		



Key Stage 1		
	Year 1	Year 2
Developing understanding of Chronology	<ul style="list-style-type: none"> <li>• Appreciate the difference between long ago and very long ago.</li> <li>• Create a simple timeline to capture recent events.</li> <li>• Remember parts of stories they have read or have had read to them which involve memories about the past.</li> <li>• Recognise that familiar objects we have today would have been different in the past, i.e., telephone.</li> <li>• Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</li> <li>• Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe memories and changes that have happened in their own lives.</li> <li>• Begin to appreciate the difference between a long time ago and a very long time ago.</li> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Order a few events and artefacts from the recent past.</li> <li>• Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</li> <li>• Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>
Communicating History	<ul style="list-style-type: none"> <li>• Sort events or objects into groups (i.e., then, and now.)</li> <li>• Use timelines to order events or objects.</li> <li>• Tell stories about the past, including role-play.</li> <li>• Talk, draw or write (reports, labelling, simple recount) about aspects of the past.</li> <li>• Begin to use ICT to communicate and understand facts</li> </ul>	<ul style="list-style-type: none"> <li>• Look carefully at pictures and objects to find information and respond to simple questions about the past.</li> <li>• Identify different ways in which the past is represented.</li> <li>• Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?' 'how long ago did .... happen?'</li> <li>• Begin to understand the reasons why people in the past acted as they did from a range of sources.</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> </ul>
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> <li>• Respond to simple questions about the past.</li> <li>• Observe and handle artefacts and ask simple questions about the past.</li> <li>• Offer an opinion as to why something may have happened in the past and why they know</li> <li>• Explore events, look at pictures and ask questions e.g. "Which things are old, and which are new?"</li> <li>• or "What were people doing?"</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources to answer simple questions about the past.</li> <li>• Look carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?',</li> <li>• Begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> <li>• Estimate the ages of people by studying and describing their features.</li> <li>• Recognise what happened as a result of people's actions or events.</li> </ul>
Thinking like a Historian	<ul style="list-style-type: none"> <li>• Begin to identify and recount historic details from the past from sources e.g., pictures/stories.</li> <li>• Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television.</li> <li>• Talk about some people and events that they have studied and give reasons for their actions.</li> <li>• Consider the differences between 'long ago' and 'now.'</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the people in the past who have contributed to national and international achievements.</li> <li>• Recount historic details from eye-witness accounts, photos, and artefacts.</li> <li>• Begin to reflect on the significance of what has been learnt from the past.</li> <li>• Develop an awareness of the past and comment on how they found out.</li> </ul>



Lower Key Stage 2		
	Year 3	Year 4
Developing understanding of Chronology	<ul style="list-style-type: none"> <li>• <b>Begin to understand that the past is divided into different named periods of time</b></li> <li>• Start using a timeline that identifies different centuries.</li> <li>• Able to use dates to explain British, local and world history.</li> <li>• Use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</li> <li>• Put artefacts or information in chronological order from a long time ago.</li> <li>• Understand that significant discoveries or inventions changed the lives of people, e.g., the wheel or iron ore.</li> <li>• Use words and phrases: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, people, and changes of British, local and world history on a timeline.</li> <li>• Accurately set out different events onto a timeline, including the unit being studied.</li> <li>• <b>Appreciate that some historical events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.</b></li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</li> <li>• Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</li> <li>• Use words and phrases: century, decade.</li> </ul>
Communicating History	<ul style="list-style-type: none"> <li>• Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.</li> <li>• Comments on the usefulness and accuracy of different sources of evidence.</li> <li>• Researches a specific event from the past to then write about this.</li> <li>• Organise answers well.</li> <li>• State conclusions.</li> <li>• Give reasons for ideas</li> <li>• Uses some dates and historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>• Embed events within the wider historical context of the time period.</li> <li>• Display findings in a variety of ways - work independently and in groups.</li> <li>• Construct own responses, beginning to select and organise relevant Historical information.</li> </ul>
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> <li>• <b>Use a range of sources to find out about a period.</b></li> <li>• Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</li> <li>• Explain that there are distinct types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the difference between primary and secondary sources of evidence.</b></li> <li>• Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Ask a variety of questions.</li> </ul>
Thinking like a Historian	<ul style="list-style-type: none"> <li>• Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</li> <li>• Start to compare two versions of a past event.</li> <li>• Observe and use pictures, photographs, and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are distinct types of evidence and sources that can be used to help represent the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences.</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</li> <li>• Begin to talk about the impact of a past action on our lives today.</li> <li>• Talk about similarities and differences between contrasting times in the past according to the periods of history studied.</li> </ul>



Upper Key Stage 2		
	Year 5	Year 6
Developing understanding of Chronology	<ul style="list-style-type: none"> <li>Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</li> <li>Know and sequence key events of time studied, using dates accurately.</li> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>Show a chronologically secure knowledge and understanding of local, national, and global history.</li> <li>Describe connections, contrasts and trends over short and longer time periods.</li> <li>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</li> <li>Know and describe in some detail the main changes to an aspect in a period of history being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</li> <li>Identify specific changes within and across different periods over a prolonged period of history.</li> <li>Use timelines to place events, periods, and cultural movements from around the world.</li> <li>Use timelines to demonstrate changes and developments in culture, technology, religion, and society.</li> <li>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</li> <li>Name date of any significant event studied from past and place it correctly on a timeline.</li> </ul>
Communicating History	<ul style="list-style-type: none"> <li>Present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</li> <li>Provide an account of a historical event based on more than one source.</li> <li>Use appropriate terms, matching dates to people and events.</li> <li>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>Use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</li> </ul>
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of information to investigate the past.</li> <li>Use a wide range of evidence to build up a picture about the past.</li> <li>Realise that there is often not a single answer to historical questions.</li> <li>Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>Investigate own lines of enquiry by posing historically valid questions to answer</li> <li>Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>



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### Thinking like a Historian

- Find and analyse a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Realise that there is often not a single answer to historical questions.
- Discuss trends over time.
- Recognise the relationship between different periods and the legacy or impacts for people today.

- Find and analyse a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Start to know the difference between primary and secondary evidence and the impact of this on reliability.
- Show an awareness of the concept of propaganda.
- Appreciate that people in the past represent events or ideas in a way that may be to persuade others.
- Begin to evaluate the usefulness of different sources.
- Form own opinions about historical events from a range of sources