



St Teresa's Catholic Primary School

History Knowledge Progression

EYFS Curriculum			
Unit	Autumn	Spring	Summer
	<p>My Family Tree: Childhood – Similarity and Difference Enquiry Question: What is my history and how do I know? Know what a family is and who is in their family. Know what a photograph is and how it can show their family history. Know what a story is and how it can tell their family history. Challenge Knowledge Statement: Know what a timeline is and how it can help understand their family history.</p>	<p>Dinosaurs: Civilisations and Settlements – Sources and Evidence Enquiry Question: How do we know about the dinosaurs? Know what dinosaurs were and that they lived a long time ago. Know what fossils are and how they help us learn about dinosaurs. Know what a palaeontologist is and what they do. Challenge Knowledge Statement: Know what extinction means and how it relates to dinosaurs.</p>	<p>Seaside Holidays: Childhood – Similarity and Difference Enquiry Question: Have holidays always been the same? Know what a seaside holiday is and why people go on them. Know what a postcard is and how it can show a holiday experience. Know what a beach is and how it is different from other holiday destinations. Challenge Knowledge Statement: Know what a tradition is and how it can be part of seaside holidays.</p>

Year 1			
Unit	Autumn	Spring	Summer
	<p>Toys in the Past incl. Margarete Stief: Childhood – Similarity and Difference/ Sources and Evidence</p> <p>Enquiry Question: How have toys changed over time?</p> <p>Know what toys are and their role in childhood.</p> <p>Know about different types of toys from the past and present.</p> <p>Know how toys have changed in terms of materials, design, and play experiences.</p> <p>Know about Margarete Stief and her contributions to the toy industry.</p> <p>Challenge Knowledge Statement: Know about the cultural and historical significance of specific toys, such as ancient Egyptian dolls or Victorian rocking horses.</p>	<p>St Teresa's School: Childhood – Similarity and Difference/Sources and Evidence</p> <p>Enquiry Question: Has school always been like this?</p> <p>Know what school is and its purpose.</p> <p>Know what similarities and differences exist between schools now and in the past.</p> <p>Know what sources and evidence can tell us about schools in the past.</p> <p>Know what changes have occurred in schools over time.</p> <p>Challenge Knowledge Statement: Know about significant figures in the history of education and their contributions.</p>	<p>The Great Fire of London: Historical Figures, Places and Events – Cause & Consequence/Historical Significance</p> <p>Enquiry Question: How did the Great Fire of London change London?</p> <p>Know what the Great Fire of London was and when it occurred.</p> <p>Know the causes and consequences of the Great Fire of London.</p> <p>Know the significance of the Great Fire of London in shaping the city.</p> <p>Know about the key figures and places associated with the Great Fire of London.</p> <p>Challenge Knowledge Statement: Know about different sources of evidence that provide insights into the Great Fire of London, such as diaries, paintings, or historical accounts.</p>

Year 2			
Unit	Autumn	Spring	Summer
	<p>Preston Mills: Historical Places– Historical Significance/Sources and Evidence</p> <p>Enquiry Question: Why are there mills in Preston and are they still used?</p> <p>Know what mills are and their historical significance.</p> <p>Know why mills were important in Preston's history.</p> <p>Know about different types of mills and their functions.</p> <p>Know about the changes in the use of mills over time.</p> <p>Challenge Knowledge Statement: Know about the technological advancements in milling processes and machinery, such as the introduction of the steam engine.</p>	<p>Medicines and disease (Mary Seacole and Florence Nightingale): Historical figures and Events – Change & Continuity/Sources and Evidence</p> <p>Enquiry Question: How did Mary Seacole and Florence Nightingale make a difference?</p> <p>Know who Mary Seacole and Florence Nightingale were and their contributions to medicine.</p> <p>Know about the different approaches and methods they used to treat patients.</p> <p>Know about their work during the Crimean War and its impact on nursing and healthcare.</p> <p>Know about the changes they brought about in healthcare practices.</p> <p>Challenge Knowledge Statement: Know about other significant figures in the history of medicine, such as Louis Pasteur or Edward Jenner, and their breakthroughs.</p>	<p>WWII – Life for children on the home front/Evacuees: Historical Events – Historical Significance/Sources and Evidence</p> <p>Enquiry Question: What was life like for children during WWII?</p> <p>Know what World War II was and when it took place.</p> <p>Know about the experiences of children on the home front during the war.</p> <p>Know about the evacuee experiences and the reasons behind evacuation.</p> <p>Know about the impact of WWII on children's daily lives and education.</p> <p>Challenge Knowledge Statement: Know about significant child figures during WWII, such as Anne Frank, and their stories.</p>

Year 3			
	Autumn	Spring	Summer
Unit	<p>The Great Plague: Historical Figures, Places and Events – Cause & Consequence/Historical Significance</p> <p>Enquiry Question: What was it like to be in London at the time of the Plague?</p> <p>Know what the Great Plague was and when it occurred.</p> <p>Know about the causes and spread of the Plague in London.</p> <p>Know about the consequences and impact of the Plague on the city and its people.</p> <p>Know about the key figures and places associated with the Plague.</p> <p>Challenge Knowledge Statement: Know about different perspectives and theories regarding the causes and spread of the Plague, such as the role of rats or miasma.</p>	<p>Changes in Britain from the Stone Age to the Iron Age: Civilisations and Settlements – Sources and Evidence/Change and Continuity</p> <p>Enquiry Question: How did Britain change from the Stone Age to the Iron Age?</p> <p>Know what the Stone Age, Bronze Age, and Iron Age were and their chronological order.</p> <p>Know about the changes in lifestyle, tools, and technology during each period.</p> <p>Know about the settlements and structures built by people in these time periods.</p> <p>Know about the evidence and sources that help us understand these changes.</p> <p>Challenge Knowledge Statement: Know about significant archaeological discoveries in Britain, such as Stonehenge or Skara Brae, and their importance.</p>	<p>Ancient Egyptians: Religion and Beliefs – Similarity and Difference/Sources and Evidence</p> <p>Enquiry Question: What did the Ancient Egyptians believe and how is that different to Catholics?</p> <p>Know what Ancient Egypt was and when it existed.</p> <p>Know about the religious beliefs and practices of the Ancient Egyptians.</p> <p>Know about the importance of gods, rituals, and the afterlife in their belief system.</p> <p>Know about the similarities and differences between Ancient Egyptian beliefs and Catholicism.</p> <p>Challenge Knowledge Statement: Know about the role of pharaohs in Ancient Egyptian religion and society.</p>

Year 4			
Unit	Autumn	Spring	Summer
	<p>The Ancient Mayan: Civilisations and Settlements – Sources and Evidence/Historical Significance Enquiry Question: Who were the Mayan people and what did they achieve? Know who the Ancient Maya were and where they lived. Know about the achievements and advancements of the Maya in areas such as mathematics, astronomy, and architecture. Know about their cultural practices, including rituals, writing system, and artwork. Know about the significance of Mayan cities and structures.</p> <p>Challenge Knowledge Statement: Know about the decline of the Mayan civilization and the theories surrounding it.</p>	<p>The Ancient Greeks: Religion and Beliefs – Similarity and Difference/Sources and Evidence Enquiry Question: What did the Ancient Greeks believe and how is that different to the Ancient Egyptians? Know who the Ancient Greeks were and their geographical location. Know about the religious beliefs and mythology of the Ancient Greeks. Know about the major gods and goddesses, as well as their roles and stories. Know about the similarities and differences between Ancient Greek beliefs and those of the Ancient Egyptians.</p> <p>Challenge Knowledge Statement: Know about the influence of Greek mythology on Western literature, art, and language.</p>	<p>Romans: Conflict and Empire – Historical Significance/Historical Interpretation Enquiry Question: What impact did the Romans have on Britain? Know about the Roman Empire and its expansion. Know about the Roman conquest and occupation of Britain. Know about the impact of Roman rule on society, culture, and infrastructure in Britain. Know about the significance of Roman achievements and legacies in Britain.</p> <p>Challenge Knowledge Statement: Know about the different interpretations and views on the impact of Roman occupation in Britain.</p>

Year 5			
Unit	Autumn	Spring	Summer
	<p>Anglo-Saxons & Scots: Conflict and Empire – Historical Significance/Sources and Evidence</p> <p>Enquiry Question: Who were the Anglo Saxons and what happened to them?</p> <p>Know who the Anglo-Saxons were and where they originated from. Know about the Anglo-Saxon migration to Britain and the conflicts with the native Britons. Know about the kingdoms and rulers of the Anglo-Saxon period. Know about the daily life, culture, and achievements of the Anglo-Saxons.</p> <p>Challenge Knowledge Statement: Know about the influence of Anglo-Saxon language and literature, such as Beowulf.</p>	<p>Vikings: Religion and Beliefs – Historical Interpretations/Sources and Evidence</p> <p>Enquiry Question: Who were the Vikings and why did they live the way they did?</p> <p>Know who the Vikings were and their origins. Know about their explorations, trade routes, and settlements. Know about Viking religious beliefs and practices, including mythology and rituals. Know about the social structure, daily life, and cultural characteristics of the Vikings.</p> <p>Challenge Knowledge Statement: Know about Viking shipbuilding techniques and their impact on exploration.</p>	<p>Islamic Golden Age: Civilisations and Settlements – Sources and Evidence/Historical Significance</p> <p>Enquiry Question: What is the Islamic Golden Age and what is its legacy?</p> <p>Know about the Islamic Golden Age and its timeframe. Know about the achievements and advancements in areas such as science, mathematics, and philosophy during this period. Know about the cities and centres of learning in the Islamic world. Know about the influence and legacy of the Islamic Golden Age on subsequent civilizations.</p> <p>Challenge Knowledge Statement: Know about prominent scholars and thinkers of the Islamic Golden Age, such as Ibn Sina or Al-Khwarizmi.</p>

Year 6			
Unit	Autumn	Spring	Summer
	<p>Victorian Preston (a local history study): Historical Figures, Places and Events – Cause & Consequence/Change and Continuity</p> <p>Enquiry Question: What impact did the Victorian period have on the Ashton area?</p> <p>Know about the Victorian era and its key characteristics.</p> <p>Know about the social, economic, and technological changes during this period.</p> <p>Know about the impact of industrialisation and urbanisation on the Ashton area.</p> <p>Know about significant figures, places, and events related to Victorian Preston.</p> <p>Challenge Knowledge Statement: Know about the different perspectives on the social class divide and inequalities during the Victorian era.</p>	<p>The Suffragettes: Historical Figures, Places and Events – Cause & Consequence/Change and Continuity</p> <p>Enquiry Question: What is the suffragette movement and how does it affect us today?</p> <p>Know about the suffragette movement and its objectives.</p> <p>Know about key figures and events associated with the suffragette movement.</p> <p>Know about the causes and consequences of the suffragette movement.</p> <p>Know about the changes brought about by the suffragettes and their impact on women's rights today.</p> <p>Challenge Knowledge Statement: Know about the international context of the suffragette movement and the achievements of suffragettes from other countries.</p>	<p>WWII: Conflict and Empire – Historical Interpretations/Sources and Evidence</p> <p>Enquiry Question: What is Propaganda and how was it used during WWII?</p> <p>Know about World War II and its causes.</p> <p>Know about different forms of propaganda used during the war.</p> <p>Know about the objectives and impact of propaganda on public opinion.</p> <p>Know about the role of propaganda in shaping wartime narratives and perspectives.</p> <p>Challenge Knowledge Statement: Know about significant propaganda campaigns or posters during WWII and their visual and persuasive techniques</p>