

St. Patrick's Catholic Primary School



Progression in Historical Knowledge

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This resource identifies the progression in knowledge that the children will learn over time from Year 1 to Year 6.

Vertical alignment of units have been considered so that the lives of significant individuals in the past and important historical events taught at key stage 1 link to key stage 2 units of study.

Repeated exposure to abstract concepts such as 'empire' and 'democracy' are made in different contexts to ensure long term remembering.

Subject content has been sequenced as a chronology in key stage 2 to aid understanding of the historical narrative.

Children are taught where people and events studied fit within a chronological framework with reference being made to the timeline inside each pupil booklet.

Units of study

	Autumn	Spring	Summer
Y1	Homes in the Past	<i>Geography focus</i>	Castles
Y2	Transport in the Past	Great Fire of London	Sarah Forbes Bonetta
Y3	Prehistoric Britain	Shang Dynasty	Ancient Greece
Y4	Roman Britain	Anglo-Saxons & Scots	Viking and Anglo-Saxon struggle for the Kingdom of England
Y5	Benin Kingdom	<i>Geography focus</i>	Greenwich <i>Famous over time</i>
Y6	The Blitz	<i>Geography focus</i>	Coming to Britain

	Cycle A
	Cycle B

Year 1

Topic	Expectations	Key words
<i>Rationale explained</i>		
Homes in the Past <i>Changes within living memory NC</i> <i>Geffrye Museum school trip</i> <i>Link to Anglo Saxons and Victorians units.</i>	- Identify the features of modern day houses externally and internally and the types of objects that would be used inside the house. - Identify the features of Anglo-Saxon houses externally and internally and the types of objects that would be used inside the house. - Identify the features of Tudor houses externally and internally and the types of objects that would be used inside the house.. - Identify the features of Victorian houses externally and internally and the types of objects that would be used inside the house. - Compare rich and poor Victorian houses. - Compare Anglo-Saxon, Tudor, Victorian and modern day houses.	Anglo Saxon, wattle and daub, Tudor, Victorian, chimney, range, washboard, mangle, fireplace
Castles <i>Significant place in the locality. NC</i> <i>Link to Anglo Saxons and Greenwich units.</i> <i>Tower of London school trip</i>	- Identify who built the first castles and why. - Know what castles were made from and why. - Identify the different parts to a Norman castle. - Understand that the way Britain was governed was different to today. Know that monarchs had much more say in how the country was run and that the people and parliament had very little say when the Norman castles were built. - Identify the different types of people who worked at a medieval castle. - Know how the Tower of London's use has changed over time.	William the Conqueror Normans, motte, bailey, keep, gatehouse, portcullis Tower, moat, battlements, monarch, monarch, parliament, democracy

Year 2

Topic	Expectations	Key words
<i>Rationale explained</i>		
Transport in the Past <i>Changes within living memory NC</i> <i>London Transport Museum school trip.</i>	- Know about early travel: Viking longboats - Know about George Stevenson and the invention of trains. - Know about how cars have changed since they were invented. - Know about how trams and buses have changed since they were invented. - Know about the Wright Brothers and the origin of flight.	Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train, tram, George Stevenson, Wright Brothers.

	Explain the ways in which developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future.	
The Great Fire of London <i>Events beyond living memory that are significant nationally. NC</i> <i>Museum of London school trip.</i>	- Identify the characteristic features of Stuart London. - Know when the Great Fire of London took place. - Know that there are different viewpoints on what and who caused the fire. - Know what the Great Fire of London was like. - Explain how people reacted to the fire. - Describe what was left of London after the fire. - Know what was done to rebuild London, including the important role parliament had in making decisions. (Although still not truly representative of the people).	Bakery, Pudding lane, diary, firebreak, Samuel Pepys, St.Paul's Cathedral, Tower of London. Democracy, parliament
Sarah Forbes Bonetta <i>Life of significant individual from the past. NC</i> <i>West African princess - the largest ethnic group in the school is Black African.</i> <i>Link to Victorians and Coming to Britain Y6 units.</i>	- Identify some significant individuals in the world today. - Identify significant individuals children's own lives. - Sequence the major events of Sarah Forbes Bonetta's life. - Describe what life was like in Victorian times. Trade & empire, slavery, rich and poor. - Explain why Sarah Forbes Bonetta was a significant individual.	Significant, Queen Victoria, God daughter, trade, empire, slavery

Year 3

Topic	Expectations	Key words
<i>Rationale explained</i>		
Prehistoric Britain <i>Changes in Britain from the Stone-Age to the Iron-Age. NC</i>	- Identify the different types of evidence that is used to tell us about the Stone Age to the Iron Age. - Identify when the Palaeolithic age was and describe what life was like. - Identify when the Mesolithic age was and describe how life had changed since the Palaeolithic. - Identify when the Neolithic age was and describe how life had changed since the Mesolithic. - Explain where bronze comes from and how it is made. - Explain how bronze tools and weapons changed life. - Describe what life was like inside an Iron Age village.	Ice age, Palaeolithic, nomads, Mesolithic, Neolithic, Bronze Age, Iron Age, roundhouse, hillfort, ditch, rampart, plough, clans, tribes, Celts, druids, warrior kings, archaeologist, artefacts

	• Understand how clans and tribes were ruled. • Explain where iron comes from and how it is made. • Explain how iron tools and weapons changed life. • Explain what the Romans thought of Britain when they invaded in 55BC.	
Shang Dynasty • <i>The achievements of the earliest civilisations NC</i>	• Identify the different types of evidence that is used to tell us about the Shang Dynasty. • Identify when the Shang Dynasty began and ended. • Identify where the Shang Empire was. • Identify reasons why the dynasty was successful. • Describe what life was like under the Shang Dynasty. • Identify differences between the lives of the rich and poor. • Identify the religious beliefs. • Explain what the tomb of Fu Hao tells us about life in the Shang Dynasty. • Understand how the Shang Dynasty was ruled and how democracy is different from that in the UK today. • Explain the achievements of the Shang Dynasty. • Identify reasons why the Shang Dynasty ended.	Archaeologist, artefacts, bronze, oracle bones, dynasty emperor, cowrie shells, General, Emperor, empire, tomb, ritual, jade, ivory, pottery, Yellow River, democracy, government
Ancient Greece • <i>Ancient Greece. NC</i>	• Know about the location, physical features and climate of modern Greece • Place Ancient Greece in time • Locate Ancient Greece, Athens and Sparta and major city states on a map. • Know that Ancient Greece consisted of city states. • Identify some of the similarities and differences between life in Athens and Sparta. • Infer information from artefacts about what life was like in Ancient Greece. • Consider the utility and limitations of using artefacts in isolation from other historical sources • Understand the religious beliefs of the Ancient Greeks. • Explain why myths and legends were so important in Ancient Greece. • Identify the achievements of Alexander the Great. • Explain similarities and differences between Ancient Greek schools and our school. • Identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter. • Understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today.	Empire, doric, ionic, corinthian, Athens, Sparta, Alexander the Great, city state, noble, slave, Parthenon, Acropolis, myth, vase, democracy, chiton, hoplite, trireme, Olympics, archaeologist, artefacts

- Identify how the Olympic Games have changed since they were first held in Ancient Greece.

Year 4

Topic	Expectations	Key words
• <i>Rationale explained</i>		
Roman Britain • <i>The Roman Empire and its impact on Britain. NC</i>	• Identify when, where and why the Romans invaded. • Explain why the Roman Army was so successful in building up the Roman Empire. • Identify the different types of evidence that is used to tell us about life on Hadrian's wall and Lullingstone Roman Villa. • Know who Boudicca was and why we remember her. • Know why some tribes did not welcome the Romans and why some did. • Assess different sources for accuracy and bias in relation to what Boudicca looked like. • Understand the religious beliefs of the Ancient Romans. • Understand how Romano Britain was ruled and how democracy is different from that in the UK today.	Conquer, settlement, migration, invasion, conquest, raiding, nobles, barbarian, consul, druid, emperor, gladiator, legion, senate, picts, democracy.
Anglo-Saxons & Scots • <i>Britain's settlement by Anglo-Saxons and Scots. NC</i> • <i>Link to Homes in the Past and Transport in the Past units.</i>	• Know where the Anglo-Saxons came from • Understand reasons why the term 'Anglo-Saxons' might need to be used with care. • Explain why the Anglo-Saxons decided to move to Britain. • Understand how we know about the Anglo-Saxons and where they travelled to. • Describe the challenges Anglo-Saxons faced to establish settlement. • Demonstrate the sequence of some of the key events during this period. • Describe the characteristic features of different groups within society (nobles, warriors, men and women) • Understand the religious beliefs of the Anglo-Saxons. • Understand how Anglo-Saxon Britain was ruled and how democracy is different from that in the UK today. • Describe how much of Anglo-Saxon times we use today.	settlement, migration, invasion, conquest, raiding, nobles, warriors, Bede, angles, Saxons, jutes, picts, Mercia, Northumbria, Wessex, East Anglia, St Austine, Christianity, Vikings, kingdoms, democracy.
Viking and Anglo- Saxon struggle for the Kingdom of	• Know where the Vikings came from. • Explain why the Vikings moved to Britain.	Monasteries, raid, pillage, invade,

England <i>The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. NC</i> <i>Link to Transport in the Past unit.</i>	- Know what happened at Lindisfarne in 793 AD - Explain why the Vikings were so successful. - Describe the effect of a Viking raid on the Anglo-Saxons. - Know about the rivalry between Anglo-Saxons, Scots and Vikings. - Explain what Danelaw was. - Describe the difference in the lives led between Anglo Saxons and Vikings. - Describe the religious beliefs of the Vikings. - Understand how Vikings ruled and how democracy is different from that in the UK today.	conquer, settle, Anglo-Saxon, Danelaw, Danegeld, Longship, pagan, Valhalla, treaty, norse
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Year 5

Topic	Expectations	Key words
<i>Rationale explained</i>		
Benin Kingdom <i>A non-European society that provides contrast with British history. NC</i> <i>West African Kingdom – the largest ethnic group in the school is Black African.</i> <i>Link to Anglo-Saxon unit and Victorians unit..</i> <i>Horniman Museum school trip</i>	- Understand some of the main events of Africa's past as a whole. - Know how the dynasty of the Obas began. - Compare Eweka's Benin with Saxon and Norman Britain. - Explain reasons why Benin grew into a successful empire. - Identify which Europeans Benin traded with and what goods were traded. - Explain what the Golden Age was and why the kingdom went into decline in the 1600s. - Understand what we can learn about Benin from its Bronzes. - Explain why Benin lost its Bronzes. - Understand the religious beliefs of the Kingdom of Benin. - Understand the route of the Transatlantic slave trade and Benin's role in it. - Explain what the 'Middle passage' was and how Britain was involved. - Explain why the British colonised Benin and when Benin became independent.	Oba, Edo, slave trader, massacre, empire, Ogisos, guild, animism, cowrie shells, civil war, colonisation, trade, massacre, middle passage, transatlantic
Greenwich <i>A local history study.NC</i> <i>Link to Y2 Castles, Remembrance and Victorians unit</i> <i>Queen's House, National Maritime Museum, Royal Observatory, Cutty Sark & Plumstead walking school trips.</i>	- Know that Greenwich Palace was an important royal residence during the Tudor period. - Describe what life was like in Greenwich Palace under King Henry VIII and Queen Elizabeth I. - Know that Woolwich had an important naval dockyard from the 16th to 19th century. - Describe what it was like to work in a naval dockyard. - Know that the Cutty Sark was the last of the tea	Tudors, King Henry VIII, Queen Elizabeth I, Placentia, navy, dockyard, Cutty Sark, clipper, terrace, bay windows, stained glass, decoration, ceilings, locomotive, arsenal, armaments

	clippers in the age of sail. • Describe what it was like to sail on board the Cutty Sark. • Explain how the town of Plumstead grew with the coming of the railways. • Compare Victorian photographs of Plumstead with the same view today. Use these to explain changes in housing and street life. • Know that the Royal Arsenal in Woolwich had an important role in the manufacture of armaments.	
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Year 6

Topic	Expectations	Key words
• <i>Rationale explained</i>		
The Blitz • <i>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066. NC</i> • <i>Imperial War Museum school trip.</i>	• Identify reasons why WW2 took place. • Know the countries that were allies and those that formed the axis countries. • Know when WW2 took place. • Know the leaders of Britain and Germany during WW2. • Identify what the Blitz was, when and where it took place and the reasons for the bombing campaign. • Know how civilians protected themselves during an air-raid. • Know the different types of jobs necessary to the Home Front. • Know what was evacuation and why did it happen. • Describe what life was like for an evacuated child. • Have an overview of the war beyond the end of the Blitz.	Allies, axis, Winston Churchill, Neville Chamberlain, Adolf Hitler, Blitz, civilians, air-raid, evacuation, land girl, home front, home guard.
Coming to Britain • <i>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066. NC</i> • <i>Many of our families our first or second generation immigrants.</i> • <i>Link to Sarah Forbes Bonetta unit</i>	• Know that Britain has been invaded by people from different European countries and that these people settled. • Know that refugees fled to Britain to escape religious persecution. • Know that merchants and who traded goods with countries within the empire and the sailors who worked the ships sometimes settled in Britain. • Know that millions of West Africans were captured and shipped to the Americas to work as slaves on the plantations. • Know that some slaves were brought to Britain. • Know that in 1833 there was the Abolition of slavery across the Empire. • Know about the Great Irish Famine and why that	Migrant, immigrant, settle, persecution, famine, exploration, trade, slavery, abolition, lascar, refugee, empire, merchant,

	resulted in migration to Britain. • Know that twentieth century conflict brought refugees to Britain. • Know that migrants were invited to settle in Britain to help in the post war efforts to reconstruct the British economy. • Know about how the expansion of the EU brought migrants to Britain.	
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