



Our Lady Catholic School – Progression grid for the History Curriculum

Reception					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
123...Good to Be Me Celebrations	Early Learning Goal: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. People Culture & Community: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Know the members that make up their family Know the name of their school, their new friends and teachers Be able to tell someone about their family and past celebrations: Diwali Bonfire night and Remembrance Know when Christmas is and why we celebrate it	Hitchin family unique address Our Lady School Guy Fawkes Houses of Parliament Big Ben Rama and Sita Diwali Rangoli Diva lamp Remembrance war soldier bravery poppy Christmas Nativity	<u>Chronological understanding</u> Sequence events in their life Describe events as yesterday, today, tomorrow <u>Range and depth of historical knowledge</u> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about their past and through books shared <u>Organisation & Communication</u> Communicate their knowledge through: Play... Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	Children's family School family Parents in Emergency Services School Nativity Father Tom visit Remembrance/Poppy Week
Once Upon a Time What a Wonderful World	Early Learning Goal: Past and Present: 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	Know how to care for animals and each other Know the name of the country in which we live Know that information can be obtained from books and computers	seasons change author illustrator blurb beginning middle end		Hitchin Library Local authors/illustrators James Mayhew Google Earth Family from other countries Family holidays & souvenirs



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	books read in class and storytelling Being imaginative & expressive: Invent, adapt and recount narratives and stories with peers and their teacher	Know how to handle books carefully		
Growing & Changing All Creatures Great & Small	Early Learning Goal: The Natural Word: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Know about the seasons and the changes in nature Know that some animals live in hot climates and some in cold Know the term 'life cycle' and 'habitat'	decay grow life cycle habitat	School Environment Willows Farm Standalone Farm Chick Delivery Caterpillar Delivery Zoolab Visit



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Year 1					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
Toys past and present	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Be able to describe their favourite toy Be able to compare modern toys with toys from the past - materials Know about Victorian toys: spinning top, hopscotch, stick and hoop Introduce a timeline	old new past present a long time ago names of old toys/games timeline	<p><u>Chronological understanding</u> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p> <p><u>Range and depth of historical knowledge</u> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past</p> <p><u>Historical interpretation</u> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p> <p><u>Historical enquiry</u> Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p><u>Organisation & Communication</u> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	Our families own experiences of toys/games from their childhood (parents/grandparents) Schools Museum



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<p>Intrepid Explorers</p>	<p>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</p>	<p>Know who Tim Peaks, Helen Sharman and Neil Armstrong are and why they are remembered today. Know about their landing on the moon and the impact this had on the world. Compare the lives and achievements of all three astronauts. To use what they have learnt about the astronauts to evaluate their achievements.</p>	<p>space planets: Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto astronauts</p>	<p>Astrium Stevenage Space programme Mars Rover</p>
<p>Castles</p>	<p>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</p> <p>Significant historical events, people and places in their own locality</p>	<p>Battle of Hastings Norman Conquest Be able to plot these onto a timeline Know the parts of a castle Know why castles were important Know who the people were that lived in a castle Know how the Tower of London has changed over time</p>	<p>castle drawbridge</p>	<p>Berkhampsted castle Hertford castle Mountfitchet Castle and Norman Village</p>



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Year 2					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
The Gunpowder Plot	<p>Events beyond living memory that are significant nationally or globally</p> <p>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.</p>	<p>Know what Bonfire Night is and who Guy Fawkes was.</p> <p>Know about King James I</p> <p>Know about the Gunpowder Plot and when it happened.</p>	<p>past</p> <p>present</p> <p>Bonfire night</p> <p>gunpowder</p> <p>Tudors</p> <p>Puritans</p> <p>Co-conspirators</p> <p>Houses of Parliament</p>	<p><u>Chronological Understanding</u></p> <p>Sequence artefacts closer together in time – check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p><u>Range and depth of historical knowledge</u></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p><u>Historical Interpretation</u></p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p><u>Historical enquiry</u></p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>London – Capital City</p>



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Florence Nightingale	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	Know about Florence Nightingale, when she lived, about her later life and the role she played at the Scutari hospital. Identify similarities and differences between medical care now and in Victorian times. Order events in the life of Florence Nightingale.	Past present nurse ambitions Victorian treatment before after next chronological	Family members who are nurses 'Florence' visit – History from the page Hitchin Schools Museum
What were seaside holidays like in the past?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Name features of a seaside holiday. Know when and how seaside holidays became popular. Know what seaside holidays were like 100 years ago. Order seaside holidays in chronological order. Identify similarities and differences between seaside holidays now and in the past.	past present chronological seaside features Victorian era	Our own seaside holiday experiences



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Year 3					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
Prehistoric Britain - Stone age/Iron age	Changes in Britain from the Stone Age to the Iron Age	<p>Know what 'prehistory' means and how archaeologists find out about the past.</p> <p>Know about cave men of the early Palaeolithic period of the Stone Age.</p> <p>Know about the lives of people in the Mesolithic period of the Stone Age.</p> <p>Know about technological advances in the Neolithic period of the Stone Age know of Stonehenge.</p> <p>Know about life in the Bronze Age, and how bronze was made and used.</p> <p>Know about the lives of people in the Iron Age and how life had developed from the Bronze Age.</p> <p>Order events and changes chronologically from the Stone, Bronze and Iron Ages,</p>	<p>centuries</p> <p>BC, AD</p> <p>ancient</p> <p>pre-history</p> <p>ancient</p> <p>chronological</p> <p>archaeologist</p> <p>artefacts</p> <p>tribal</p> <p>hunter gatherer</p> <p>shelter</p> <p>settlement</p> <p>civilisation</p> <p>Stone age</p> <p>Bronze age</p> <p>Iron age.</p>	<p><u>Chronological Understanding</u></p> <p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and</p> <p>passing of time</p> <p>Sequence several events or artefacts</p> <p><u>Range and depth of historical knowledge</u></p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p><u>Historical Interpretation</u></p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p><u>Historical enquiry</u></p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p><u>Organisation and communication</u></p> <p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p>	<p>Wheathampstead</p> <p>Baldock</p> <p>Braughing</p> <p>Verulamium</p>



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				Drama/role play.. Making models..... Writing.. Using ICT...	
Invaders and Settlers - Romans	The Roman Empire and its impact on Britain	Know the terms 'invade' and 'settle' and to place the Romans on a timeline Know why and how the Romans successfully invaded Britain Know who was in Britain when the Romans invaded and learn about their way of life Know who Boudica was from different points of view Know about the results of Boudica's revolt Know about life in Roman Britain Know how the Romans have influenced our lives today	invade settle Julius Caesar Claudius centurion emperor aqueduct gladiator Londinium Caesar Colosseum Hadrian's Wall fort		Verulamium (St. Albans)
Ancient Egypt	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	To locate ancient Egypt in time and place. Know about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. Know about Tutankhamen and how artefacts can teach us about the past. Know the importance of artefacts in helping us find out about the past. Know about the way of life in ancient Egypt. Know about Egyptian tombs, pyramids and burial sites. To recall, select and organise historical information.	pharaoh pyramid mummification sphinx hieroglyphics irrigation mummification tomb River Nile Tutankhamun after life Egyptologist archaeologist		London Exhibition



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Year 4					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
The Mayans	A non-European society that provides contrasts with British history –Mayan civilization c. AD 900	<p>Know where and when the remains of the Mayan ruins were discovered.</p> <p>Know about how the Mayan civilisation developed over time.</p> <p>Know about the city states of the Maya and how society was organised.</p> <p>Know about Mayan religion and beliefs.</p> <p>Know about everyday life for the Mayan people.</p> <p>Know about Mayan writing and calendars.</p> <p>Know about the decline of the Mayan civilisation.</p>	<p>Spanish conquistadors</p> <p>Mesoamerica</p> <p>temple</p> <p>archaeologist</p> <p>artefacts</p> <p>civilisations</p> <p>society</p> <p>kings</p> <p>nobles</p> <p>slaves</p> <p>farmers</p>	<p><u>Chronological Understanding</u></p> <p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p><u>Range and depth of historical knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p><u>Historical Interpretation</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p><u>Historical enquiry</u></p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p><u>Organisation and communication</u></p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	Youtube – virtual Mayan temples



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<p>Anglo-Saxons, Picts and Scots</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Know who the Anglo-Saxons were and where they came from. Know who the Picts and Scots were and where they lived. Know about Anglo-Saxon life. Know about Anglo-Saxon culture including art, music, legends and poetry. Know about the spread of Christianity in Britain. To study the archaeological evidence at Sutton Hoo to ask and answer questions and make conclusions.</p>	<p>Anglo-Saxons invade settle Picts and Scots tension culture Christian Pagan Sutton Hoo King Raedwald</p>		
<p>Early civilisations</p>	<p>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</p>	<p>Explore where and when the first civilisations began. Know about the first writing systems. Explore trade in early civilisations. Know about mathematical understanding in early civilisations. Explore the technology and inventions of early civilisations. Explore the buildings and architecture of early civilisations.</p>	<p>early civilisations astronomy trade, writing, number systems Technology pyramid temples pyramids citadels Sumer Egyptian hieroglyphs Shang Dynasty</p>		



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Year 5					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
Vikings vs Anglo-Saxons	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>Know what Britain was like before the first Viking invasions.</p> <p>Know about the Viking invasions of Britain.</p> <p>Know about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>Know why King Alfred was dubbed 'Alfred the Great'.</p> <p>Know what life was like for Vikings living in Britain.</p> <p>Know how and when England became a unified country.</p> <p>Know about the end of the Anglo-Saxon and Viking era in Britain.</p>	<p>Anglo-Saxons</p> <p>Vikings</p> <p>invasion</p> <p>Lindisfarne</p> <p>Peace treaty</p> <p>reign</p> <p>Alfred the Great</p> <p>unified</p> <p>legacy</p> <p>King Edmund</p> <p>Battle of</p> <p>Hastings</p>	<p><u>Chronological Understanding</u></p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p><u>Range and depth of historical knowledge</u></p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p><u>Historical Interpretation</u></p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p><u>Historical enquiry</u></p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p><u>Organisation and communication</u></p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Virtual museum tours</p> <p>Local museum visitor workshops</p> <p>Artefacts used where possible</p>



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Shang Dynasty	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China	Know about the Shang Dynasty of China and explore how we know about it. Know what evidence surrounds the Shang kings. Know about Shang royal burials. Know what ordinary life was like for people during the Shang Dynasty. Know about the writing and calendar created during the Shang Dynasty. Know why the Shang Dynasty ended.	Shang Dynasty China Oracle bones archaeology burial rituals sacrifices tombs peasants Zhou army		
Who were the Ancient Greeks?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Know who the ancient Greeks were, and place their civilisation in time Know the different types of government in ancient Greece Know the comparisons and contrasts between Athens and Sparta Know about religion in ancient Greece Know about the ancient Greek scholars and philosophers Know how modern-day life has been influenced by the ancient Greeks	Government monarchy oligarchy and democracy city-states: Athens and Sparta primary and secondary source venn diagram Olympians legacy myths		



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Year 6					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills	Cultural capital
WW2	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>To know who, why and where the war started</p> <p>To know about the Blitz and the significance of it</p> <p>To understand rationing</p> <p>To know about evacuees and what this meant for the children of the time</p> <p>To know key dates, countries and historical figures involved in WW2</p> <p>To compare the reasons for going to war and the significance WW2 had on modern day Britain</p>	<p>German</p> <p>Blitz</p> <p>RAF</p> <p>SS</p> <p>British allies</p> <p>troop</p> <p>force</p> <p>France</p> <p>Dunkirk</p> <p>evacuee</p> <p>rationing</p> <p>front line</p> <p>Anne frank</p> <p>Hitler</p> <p>Churchill</p> <p>Damn Buster</p> <p>Spitfire</p>	<p><u>Chronological Understanding</u></p> <p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p><u>Range and depth of historical knowledge</u></p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p><u>Historical Interpretation</u></p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p><u>Historical enquiry</u></p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p><u>Organisation and communication</u></p>	<p>Family links</p> <p>Sir Captain Tom</p> <p>Hertford Museum</p> <p>Andrea Shannon</p> <p>Shuttleworth</p> <p>RAF Hendon</p> <p>Duxford</p> <p>RAF Henlow</p>



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				Select and organise information to produce structured work, making appropriate use of dates and terms.	
Local Geography Study: Hitchin	A local History study	This is primarily a Geography topic but with some references to the history of the town, linked to the prior learning on WWII and the next topic of Children of Victorian Britain			Hitchin War Memorial British Schools Museum Hitchin
Children of Victorian Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Know where the Victorians sit on a timeline and know what life was like for children in this period. Know what life was like for poor children in Victorian Britain. Know some of the changes that took place for poor children in the 19th century. Know comparisons between modern and Victorian schooling. Know how Victorian children spent their leisure time. Know about daily life for children in Victorian Britain.	Victorians Queen Victoria law Lord Shaftesbury Dr Barnardo modern		British Schools Museum Hitchin