



St Cuthbert's Junior School

Knowledge and Skills Progression in History



	Key Stage 1	Lower Key Stage 2		Upper Key Stage 2	
	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	<i>Significant individuals Florence Nightingale.</i>	Queen Victoria	Ancient Egypt	Industrial Revolution	World war II
<u>Knowledge</u> Chronological understanding	<i>Use a timeline to order key events of Florence Nightingales life</i> <i>Compare hospitals in the Victorian times to hospitals nowadays</i>	Use a timeline to order England's monarchs chronologically Understand that the past can be divided into time periods depending on the monarch	Find out about how the past is divided into different time periods and which time period the Ancient Egyptians falls in Sequence key events during the Egyptian time period on a timeline	Use a timeline to show how the Industrial Revolution changed England Use dates and terms accurately when describing events of the Industrial revolution	Place the events of WWII on a timeline in relation to other periods studied Know when the War started and when it ended Know how long the war went on for Describe the main changes during the time period of WWII



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Historical Knowledge	<i>Know about the Crimean War and how it was fought by an alliance of Britain, Turkey, France and Sardinia against Russia</i> <i>Understand that the Crimean War lasted for 3 years</i> <i>Identify the poor conditions of hospitals during this era and link it to the number of deaths occurring</i> <i>Understand how Florence Nightingale was a significant individual who changed how hospitals ran</i> <i>Know that this is the Victorian Era and ruled by Queen Victoria</i>	Compare the life of Queen Victoria with that of Queen Elizabeth II Give an overview of the life of Queen Victoria and why she was significant	Compare the life in Ancient Egypt with our life today Learn about the different pyramids Explain different rituals from Ancient Egypt including mummification Learn about the Egyptian gods and what their role is in Egyptian life was Understand who Tutankhamun was Understand the significance of the discovery of Tutankhamun	Analyse the effects of the Factory Act 1833 Explain what child labour is and how it played a part in the revolution Understand the impact of the steam engine as an invention Understand the significance of Iron and Iron Bridge in the Industrial Revolution Understand the importance of Coal mining Look at key individuals including Charles Dickens, Florence Nightingale, Queen Victoria, Burnell Identify significant changes in society	Find out about the beliefs, behaviour and characteristics of different people during the War (children, women, men) Understand which countries were involved in the war and what is meant by alliance Compare life during the War with life now- Look at how Wells and the local area were affected by the war



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Skills Interpretation of History	<i>Can explain the difference between past and present in own and other people's lives</i>	Use multiple sources to find out information about Queen Victoria and Queen Elizabeth II	Identify primary and secondary sources from the discovery of Tutankhamun (diary entries, artefacts, documentaries) and say which is more reliable Look at two version of the discovery of Tutankhamun and identify differences between the two accounts	Identify primary and secondary sources to find out about the first train journey Explain which sources are reliable or useful- why?	Understand why there are different accounts of WWII Understand how some evidence from the War is propaganda, opinion or misinformation and how this affects our understanding of the events of WWII
Historical Enquiry	<i>Demonstrate knowledge and understanding of the past in different ways</i>	Use evidence to follow a line of historical enquiry given to me by my teacher	Devise my own historical questions Use evidence to generate questions about the past Use evidence about Ancient Egypt to generate questions about the past Think of historical questions about ancient Egypt	Follow own line of historical enquiry about the impact of the invention of the stream engine Select relevant sections of information to help with historical enquiry	Use evidence from WWII to build a picture of what happened Choose reliable sources of evidence about WWII to answer questions Understand that there is not often a single answer to historical questions



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Organisation and Communication	<i>Can recall parts of stories and memories about the past</i>	Write a report about Queen Victoria's life	Write a newspaper report about the discovery of Tutankhamun	Use historical understanding and empathy to communicate ideas about the great events in the Industrial revolution and the impact on people	Communicate different viewpoints about WWII (orally and written)
Topic		Explorers	Vikings	Anglo-Saxons	The Maya
<u>Knowledge</u> Chronological Understanding		Use a timeline to order the key events of the different explorers being studied (Christopher Columbus, Ibn Battuta, Zeng He, Vasco da Gama, Captain James Cook) Relate events of explorers to different topics studied Use terms BC and AD to help children when constructing timeline	Understand that the past is divided into different time periods Identify that the Vikings were around in the 11 th Century Identify key dates from the Viking period	Know and sequence key events in the Saxon times on a timeline Make comparisons between the Anglo-Saxons and the Romans	Place key events from the Maya time period accurately on a timeline in relation to other periods studied



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Historical Knowledge		Find out about the life of different explorers through a range of different sources Discuss Captain's James Cook's perspective of the inhabitants of Easter Island	Look at the effect/ impacts of the Vikings invading Britain Compare the life in Britain before and after the Vikings invaded Offer explanations for the Vikings invading	Understand where the Anglo Saxons came from Compare life in the Roman times with life in the Anglo-Saxon Look at the effects of the different Kings during the Anglo- Saxons time Compare and look at links and effects of Alfred the Great	Find out beliefs, behaviours and characteristics of the Mayan civilization (Worship, gods, rituals, Day of the Dead)
<u>Skills</u> Interpretation of History		Understand the difference between a Primary and Secondary source Use a range of sources to find out information about different explorers	Look at different sources about the Vikings and say which is more reliable Evaluate different sources about the Vikings on how useful they are	Choose reliable and useful sources of evidence about the Anglo-Saxons and give reasons Compare accounts of a significant event in the Anglo-Saxon time from different sources and decide whether it is fact or fiction	Look at a range of Primary and Secondary sources about the Maya Give clear reasons as to why there are different accounts of history Choose reliable sources of evidence and give reasons for their decisions



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Historical Enquiry		Use a range of evidence from different sourced to help answer questions about the past	Use evidence to generate questions about the past Devise my own historical questions	Choose reliable sources of evidence to help me answer questions about the Anglo-Saxon kings giving reasons for my choices	Analyse, evaluate and refine their own questions about the Maya Use evidence to build a picture of what life was like in the Mayan time Choose reliable sources of evidence to help answer questions about the Maya
Organisation and Communication		Re-tell the discovery of Easter Island from the perspective of Captain James Cook (orally)	Write a diary entry about the invasion of the Vikings on Britain from the perspective of someone being their	Create a presentation about an important King and answer questions about it	Organise a presentation about a historical event during the Mayan period and lead a discussion about it



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Topic		The Romans	The Stone Age to Iron Age	Ancient Greeks	Entertainment through the ages.
<u>Knowledge</u> Chronological Understanding		Create a timeline using AD and BC Place key events from the Roman period onto a timeline	Understand that the past can be split up into different time periods Place on a timeline the Stone age and Iron age Sequence several events from the Stone Age and Iron Age on a timeline	Know and sequence key events of the Ancient Greeks time period Use dates and terms accurately when describing events of Ancient Greece	Describe the main changes in entertainment from the 60s to now Use relevant terms and period labels such as: technological, cultural, political, social
Historical Knowledge		Find out about life in the Roman era Understand the successful invasion by Claudius and conquest of Britain Understand life in the Roman army Look at British resistance- Boudica	Use evidence from primary and secondary sources to understand life in the time studied Understand the differences between the way of life in the Stone Age and the Iron Age Understand how time/ civilization changed between the Stone Age and the Iron Age	Study different aspects of the Ancient Greek civilization- Look at the differences between men and women/ Rich and poor Compare the life of the Ancient Greeks to our life today Investigate the different foods they ate	Look at the growth and development of movies, sport, fashion, art, music and media Compare one of the above aspects in the past with what it is like today Write an explanation of a past event using evidence to support their explanations



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Skills Interpretation of History		Use a range of primary and secondary sources to find out about key individuals in the Roman period Look at two versions of an event during the Roman time (e.g. invasion of Britain, Boudica's rebellion, life in the Roman army)	Identify primary and secondary sources of the Stone Age- Iron Age Discuss how reliable the sources are and evaluate their usefulness	Choose reliable and useful sources of evidence to find out information about the Ancient Greeks Be able to explain why the evidence is useful and reliable	Choose reliable sources of evidence from the past and give reasons for their decisions Understand that it is important to know that some evidence from the past and present is propaganda, opinion and misinformation Understand how the above can affect the interpretation of history
Historical Enquiry		Use a range of evidence to answer questions about the Roman period Follow a line of enquiry about the Invasion of the Roman empire on Britain	Devise historical questions Choose suitable sources of evidence to complete a historical enquiry on the changes between Stone Age to Iron Age	Follow own line of enquiry about the Ancient Greeks Choose reliable sources of evidence to help answer the enquiry question Be able to give reasons for selecting specific information	Adapt and refine their line of enquiry Choose reliable sources of evidence to help answer questions understanding that there is not often a single answer



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Organisation and Communicati		Use drama to improve knowledge of the rebellion of Boudica		Create a presentation about a key event in Ancient Greece and answer questions on it	Organise a presentation about a historical event, person or source and lead a discussion on it
Vocabulary					
	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<i>Timeline</i> <i>Past</i> <i>Present</i> <i>Future</i> <i>Important</i> <i>Event</i> <i>Era</i> <i>Compare</i> <i>century</i> <i>chronological order</i> <i>living memory</i> <i>remembers</i> <i>memories</i> <i>opinion</i> <i>fact</i> <i>source</i>	Chronological interpret enquire/enquiry impact research evidence Significant sequence Power Development Compare Contrast Influence BC and AD	biased impact consequences Chronological Significant Compare Contrast	Innovation Legacy Social structure Reformers Impact Compare contrast Historical enquiry Primary source/evidence secondary source/evidence	primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness account



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Historical Knowledge		explorer Empire Colony Inhabitants Rebellion Invasion Inhabitants Monarch Reign Ascending Invention Empress	Ancient Artefacts Civilisation Pharaoh Papyrus Scribe Amulet Tomb Afterlife Hieroglyphics Irrigation Sphinx after life rites rituals Power Development Longboat Longhouse Chieftan Feast Raid Trade Valhalla Invade	Angles Saxons Jute Mead Rune Sutton Hoo Manuscript Illumination	Monarchy legacy ambiguous consequences The Industrial Revolution secondary evidence dynasty maize scribe city states terraced pyramids