



## The Good Shepherd Primary Catholic Academy History Curriculum Progression of Knowledge, Skills and Vocabulary from EYFS to Year 6

EYFS ( <i>Nursery</i> )			
	Advent	Lent	Pentecost
Knowledge, Vocabulary and Skills	<p>Begin to make sense of their own life-story and <b>family's history</b> (my family book-talk about people who I live with- <b>parents/siblings/brother/sister</b>)</p> <p>To talk and to know there are <b>7 days in a week</b>.</p> <p>To talk and to know that we all have a birthday at different times of the <b>year</b>.</p> <p>To begin to talk about the <b>differences</b> between people and their <b>celebrations</b> (Diwali, Christmas story, Baptism).</p> <p>Key concepts: Religion</p>	<p>To talk about what family members do for a job.</p> <p>To talk about what a <b>doctor, nurse, vet, fireman, postman and teacher</b> does to help us.</p> <p>Begin to understand the concept that a <b>traditional tale is from a long time ago. Once upon a time, traditional tale.</b></p> <p>To talk about my own self and compare it with traditions of others around the world- <b>Chinese New Year and Easter</b></p> <p>Key concepts: Achievements and Impact; Religion</p>	<p>Begin to talk about themselves in the <b>past</b> when they were <b>younger</b> and begin to make sense of their family history. – transition to <b>reception</b>.</p> <p>To know we are all <b>babies, toddlers</b>, and then <b>school children and grown -ups</b>.</p> <p>To know there are <b>years</b> related to growing.</p> <p>To know <b>facts</b> about their mum/dad (superheroes), and what makes them special.</p> <p>Key concepts: Achievements and Impact</p>

EYFS ( <i>Reception</i> )		
Advent	Lent	Pentecost
<p>To talk about members of extended family, and begin to make sense of their family history. <b>cousins/aunties/uncles/step parents/step mum/step dad.</b></p> <p>To talk about <b>past and present</b> events in their own life and in the lives of family members in their play.</p> <p>To talk and share what we did at the weekend with my friends- <b>Yesterday, On Saturday/Sunday/Later/Next/After/weekend/date/month</b></p> <p>To talk about themselves in the <b>past/last year</b> when they were <b>younger in nursery/pre school</b></p> <p>Find out about key historical events and figures before they were <b>born (Bonfire Night, Remembrance Day, Christmas Day, Diwali)</b> and why and how we celebrate today.</p> <p>To talk about our own experiences of key events in my own life e.g. <b>birthdays, Bonfire Night, Remembrance Day, Christmas Day, Diwali.</b></p> <p>Key concepts: Religion</p>	<p>Begin to compare and contrast characters and settings from <b>traditional tales and recognise differences</b> between <b>past and present</b> (Characters/similarities/differences/Long ago/Once upon a time/happily ever after/conflict/resolution/plot/Chinese New Year/fiction)</p> <p>To know who lived in a castle a long time ago and the different roles taken to by people e.g. <b>royalty, chambermaid, blacksmith, candlemaker,</b></p> <p>To talk about castles old and new, how they have changed over time (<b>materials/features/castles/enemies/moat/drawbridge/battlements/Nottin gham Castle, stone, wood</b>)</p> <p>To compare and contrast figures from the <b>past and present</b> and talk about how they are/were <b>heroes</b> at that time. <b>Mother Teresa /Florence Nightingale/non-fiction</b>)</p> <p>Use the language of time when talking about <b>past/present</b> events in their own lives (<b>Christmas and new year celebrations/preparations for Easter</b>)</p> <p>Key concepts: Religion; Monarchy. Government and Power</p>	<p>To know some <b>similarities and differences</b> between space rockets in the past and now. To find out about an astronaut- <b>Chris Hadfield (The darkest dark)</b></p> <p>To know we are all <b>babies, toddlers, school children, teenagers, and adults.</b></p> <p>To talk about themselves in the past when they were younger and begin to make sense of their learning journey– transition to Year 1 (<b>year/achievements/memories/goals/ Aspirations/targets</b>)</p> <p>Key concepts: Achievements and Impact</p>

Year 1			
	Advent 1: Our Local Heroes	Lent 2: Great Transport Inventions	Pentecost 1: My Family History
Knowledge, Vocabulary and Skills	<p>Recognise what makes someone a <b>hero</b> and know who might be considered a <b>hero</b> today</p> <p>Find answers to simple questions about <b>Jesse Boot</b>, using sources (pictures, stories, artefacts etc) to know how he contributed to Nottingham.</p> <p>Begin to identify and recount some details from the past from sources (pictures, stories, artefacts etc) to know <b>Eric Irons</b> was Britain's first black <b>magistrate</b>.</p> <p>Recognise the difference between past and present to know <b>Jesse Boot and Eric Irons</b> were alive in the past.</p> <p>Key concepts: Achievements and Impact; Monarchy, Government and Power</p>	<p>Recount details of the <b>first flight</b> and the <b>first flyer</b>.</p> <p>Recognise the difference between past and present to compare flying in the <b>past</b> and flying <b>now</b>.</p> <p>Find answers to simple questions about the <b>first car</b> and <b>Karl and Bertha Benz</b> using sources (pictures, stories, artefacts etc).</p> <p>Recount details of the <b>inventions of Mary Anderson, Florence Lawrence and Garrett Morgan</b> and how these have contributed to <b>road safety</b>.</p> <p>Key concepts: Achievements and Impact</p>	<p>Sequence events in their own life to know the <b>history</b> of themselves and their <b>family</b> history, using words and phrases: <b>old, new, young, days and months</b>.</p> <p>Find answers to simple questions using sources to know difference in <b>toys</b> that were played with in their <b>grandparents'</b> time, compared to today.</p> <p>Begin to identify and recount some details from the past from sources (pictures, stories, artefacts etc) to know the differences between <b>technology</b> when their <b>grandparents</b> were children compared to today.</p> <p>Recognise the difference in <b>school life</b> when their <b>grandparents</b> were children compared to today.</p> <p>Key concepts: Achievements and Impact; Migration and Invasion</p>

Year 2

	Advent 1: Nurturing Nurses	Advent 2: The Great Fire of London	Pentecost 2: Edwardian Seaside
Knowledge, Vocabulary and Skills	<p>Describe the life and significant achievements of Mary Seacole, recognising that she was a healer during the Crimean War caring for soldiers.</p> <p>Describe the life and significant achievements of Edith Cavell, recognising that she was a nurse during the First World War.</p> <p>Sequence events closer together in time on a timeline to compare the life events of Mary Seacole with those of Edith Cavell, using words and phrases such as recently, before, after, now and later.</p> <p>Identify differences between nursing during the past and modern day, knowing how nurses in the past have influenced nursing today.</p> <p>Key concepts: Achievements and Impact; Migration and Invasion</p>	<p>Understand the Great Fire of London happened in the past, and describe this in relation to living memory using words and phrases such as recently, before, after, now and later.</p> <p>Recognise that people did things to cause the Great Fire of London and the events that happened.</p> <p>Use a source (Samuel Pepys diary) to ask and answer questions about the past on the basis of simple observations.</p> <p>Recognise the changes in London and the actions of King Charles II as a result of the fire.</p> <p>Understand the impact of the Great Fire of London on fire services and brigades throughout the UK, especially in Nottingham.</p> <p>Key concepts: Monarchy, Government and Power; Achievements and Impact</p>	<p>Understand that the Edwardian era was in the past, just over 100 years ago, and describe this in relation to living memory using words and phrases such as recently, before, after, now and later.</p> <p>Use sources (images) to understand key features of a seaside holiday in the Edwardian era (Punch and Judy, donkey rides, making sandcastles, bathing machines).</p> <p>Describe what the seaside was like in the Edwardian era.</p> <p>Recognise why tourists go on seaside holidays in Britain in the present.</p> <p>Identify differences in seaside holidays today to those in the Edwardian era, using words and phrases such as recently, before, after, now and later.</p> <p>Key concepts: Settlements and Civilisation; Achievements and Impact</p>

		Advent: The Stone Age to The Iron Age	Pentecost 1: Our Local Area - Nottingham
Knowledge, Vocabulary and Skills	Place the <b>Stone Age, Bronze Age</b> and <b>Iron Age</b> onto a timeline, understanding the meaning of <b>BC</b> and <b>AD</b> and discussing <b>prehistory</b> and <b>duration</b> .	Use a range of sources to ask and answer questions about the <b>Industrial revolution in Nottingham</b> , finding out more about the everyday lives of people who worked in <b>textile (lace) factories</b> .	
	Use words and phrases ( <b>century, decade</b> ) to explain the passing of time within the Stone Age from <b>Palaeolithic</b> to <b>Mesolithic</b> then <b>Neolithic</b> .	Identify reasons for and the result of actions by the <b>Luddites</b> to know they opposed using <b>machinery</b> and <b>technological change</b> , leading to a <b>region wide rebellion</b> , giving reasons for different ways in which the past is represented.	
	Use a range of sources (including <b>Skara Brae</b> and art) to begin to ask and answer questions about Stone Age <b>achievements</b> .	Understand that <b>Samuel Morley</b> was part of the <b>Liberal</b> party and he supported the <b>abolition of slavery</b> , and finding out more about his impact on Nottingham including the <b>hosiery business</b> .	
	Know differences of how people lived within the different <b>eras</b> of the <b>Stone Age</b> .	Sequence <b>several events</b> (including building the castle, important royal castle, <b>Luddite</b> burning of the castle) studied on a timeline, including the importance of <b>Nottingham Castle</b> from 1067AD to present day using words such as <b>AD, century and decade</b> .	
	Find out more about life and <b>progress</b> in <b>Stone Age</b> homes and food choices.	Key concepts: Migration and Invasion; Monarchy, Government and Power; Achievements and Impact	
	Identify reasons for <b>copper mining</b> and the <b>significance</b> of this in the <b>Bronze Age</b> .		
	Use sources to understand the <b>improvements</b> made by using <b>bronze</b> .		
	Use evidence from <b>Stonehenge</b> to begin to ask and answer questions about the past.		
	Compare home life in the <b>Iron Age</b> and <b>Bronze Age</b> with that of today.		
	Select and record information relevant to understand the dangers faced during the <b>Stone Age, Bronze Age</b> and <b>Iron Age</b> , and how people <b>protected</b> themselves.		
Key concepts: Achievements and Impact; Religion; Settlement and Civilisation			

Year 4			
	Advent 1: Ancient Civilisations - Egyptians	Lent 1: Roman Britain	Pentecost 1: 20 <sup>th</sup> Century Entertainment
Knowledge, Vocabulary and Skills	<p>Know the dates and locations of the earliest civilisations (Ancient Sumer, The Indus Valley, The Shang Dynasty), including the Ancient Egyptians, placing these on a time line.</p> <p>Look at the evidence available to understand the importance of the River Nile to the Ancient Egyptians.</p> <p>Begin to date events of achievements made by the Ancient Egyptians, including building the pyramids.</p> <p>Use evidence to reconstruct the process of mummification and understand the importance to the Ancient Egyptians.</p> <p>Use sources to understand the importance of the discovery of Pharaoh Tutankhamun by archaeologist Howard Carter.</p> <p>Understand that hieroglyphs are a key feature of the Ancient Egyptian period which help us to understand them today.</p> <p>Key concepts: Settlement and Civilisation; Religion; Achievements and Impact</p>	<p>Place the Roman Empire onto a timeline to show where it fits into the chronology of British and world history, using BC and AD to divide history into centuries.</p> <p>Know reasons for and details of the invasion, settlement and conquering of Britain by the Romans, offering a reasonable explanation for some events and beginning to date events.</p> <p>Choose relevant material to present a picture of Roman legions and centurions in the past, including evidence of soldiers from Africa.</p> <p>Identify key features within society in Roman Britain, considering the changes and continuity from Iron Age Britain.</p> <p>Use evidence to build up a picture of the key achievements and impact the Romans had on Britain.</p> <p>Key concepts: Migration and Invasion; Achievements and Impact; Monarchy, Government and Power</p>	<p>Place the 20<sup>th</sup> Century within the chronology of British history, noting where the century is relating to now and time periods studied.</p> <p>Ask a variety of questions about sources (film posters) to know key changes in cinema during the 20<sup>th</sup> Century.</p> <p>Know and understand the impact of sport as entertainment, especially football, during the 20<sup>th</sup> Century, exploring the changes and making comparisons to now.</p> <p>Use evidence to build up a picture of key past times and leisure of young people in the decade of 1960s and compare that to today.</p> <p>Make links between the development of technology and software in the 20<sup>th</sup> Century and its importance today.</p> <p>Key concepts: Achievements and Impact</p>

Year 5

	Advent 2: Britain's settlement by the Anglo-Saxons and Scots	Lent 1: Anglo-Saxon and Viking struggle for the Kingdom of England	Pentecost 1: Journeys
Knowledge, Vocabulary and Skills	<p>Use primary sources (Anglo-Saxon Chronicle) to know that the Picts, Scots, Angles and Saxons attacked Britain after the Romans left.</p> <p>Sequence key events, using relevant terms (BC, AD, centuries) on a timeline to understand how Anglo-Saxons fit into the chronology of British and world history.</p> <p>Make comparison with another time period to explain that the Anglo-Saxons settled in Britain because they wanted to fight, to farm, new homes and they were invited.</p> <p>Know that three tribes (Angles, Jutes and Saxons) settled in Britain: and the locations of Anglo-Saxon settlements (Mercia, East Anglia, Northumberland, Essex, Wessex, Sussex, Kent).</p> <p>Use primary and secondary sources (Anglo-Saxon Chronicle and Bede's History) to understand the important role of women in Anglo-Saxon Britain, especially as cloth makers.</p> <p>Use primary and secondary sources (Bede's History, Lindisfarne Gospels) to understand changes in religious belief in Anglo-Saxon times from Pagan to Christian.</p> <p>Key concepts: Migration and Invasion; Settlement and Civilisation; Religion</p>	<p>Sequence key events, using relevant terms (BC, AD, centuries) on a timeline to understand where the Vikings fit into the chronology of British and world history alongside the Anglo-Saxons.</p> <p>Use primary sources (Lindisfarne monastery raids) to identify key reasons for Vikings leaving Scandinavia, including raids and trading.</p> <p>Use chronology to know and understand that the kingdoms and rulers in Viking and Anglo-Saxon Britain changed from 410AD until the time of Edward the Confessor in 1066AD.</p> <p>Know that the Vikings settled in Britain and Britain was split in two, with the Vikings ruling in Danelaw.</p> <p>Understand the impact of King Alfred the Great on Viking and Anglo-Saxon Britain by examining cause and results of great events and the impact on people.</p> <p>Key concepts: Migration and Invasion; Monarchy, Government and Power; Achievements and Impact</p>	<p>Use prior knowledge (Romans, Anglo-Saxons and Vikings) to identify and understand that people undertake journeys for a variety of push and pull factors.</p> <p>Know where selected journeys fit into the chronology of British, local and world history.</p> <p>Use sources to understand why people emigrated from Ireland in the 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p>Compare accounts from different sources (fact and fiction) to understand why people from the West Indies immigrated to Britain during the 1950s and 1960s, offering some reasons for different versions of events.</p> <p>Use sources to understand why refugees flee their homes, knowing that people can represent events or ideas in ways that persuade others.</p> <p>Compare the migration journeys made by people from Ireland, the West Indies and refugees to determine similarities and differences.</p> <p>Key concepts: Migration and Invasion; Monarchy, Government and Power; Settlement and Civilisation</p>

Year 6

Year 6			
	Advent 2: WW2	Lent 2: Ancient Greeks	Pentecost 2: The Mayan Civilisation
Knowledge, Vocabulary and Skills	<p>Know why the <b>Second World War</b> began and who the key <b>figures</b> were in the <b>Second World War</b>.</p> <p>Use <b>primary and secondary sources</b> to question and evaluate the impact of the <b>Blitz</b> on different <b>localities</b>, comparing the impact on Nottingham and London.</p> <p>Use a range of sources to find out about and to understand that the <b>Second World War</b> led to children being <b>evacuees</b>.</p> <p>Recognise that sources (<b>propaganda</b>) can be used to show fact, fiction and opinion by exploring the changing <b>role</b> of women in the <b>Second World War</b>.</p> <p>Confidently use the internet to research the contribution of <b>Commonwealth</b> and different <b>ethnic</b> groups to the <b>Second World War</b>.</p> <p>Sequencing events on a timeline to show understanding of key events, including dates, in the <b>Second World War</b> and deciding the impact (<b>turning points</b>) of these events.</p> <p>Key concepts: Migration and Invasion; Monarchy, Government and Power</p>	<p>Place the <b>Ancient Greeks</b> on a timeline (sequencing up to 10 events), alongside British history of the same <b>era</b> and key dates from the <b>Ancient Greeks</b>, using relevant dates and terms (<b>BC, AD, centuries, civilisation</b>)</p> <p>Compare key cities in <b>Ancient Greece</b> (<b>Athens and Sparta</b>) including how they operated (<b>politics, democracy, oligarchy, citizen</b>) and their <b>significance</b> today.</p> <p>Use <b>primary and secondary sources</b> to know key details about the <b>Olympic games</b> in <b>Ancient Greece</b>, linking these sources to make conclusions and deciding what is reliable.</p> <p>Compare the <b>mythical</b> and <b>religious beliefs</b> of the <b>Ancient Greeks</b> (<b>Acropolis, Parthenon</b>) with other times studied.</p> <p>Compare sources to understand the <b>significance</b> of <b>warfare, hoplites</b> and <b>phalanxes</b> for the <b>Ancient Greeks</b>, understanding that different sources will lead to different conclusions.</p> <p>Understand the <b>legacy</b> the <b>Ancient Greeks</b> have left on the <b>western world</b> today.</p> <p>Key concepts: Monarchy, Government and Power; Religion; Achievements and Impact</p>	<p>Place the <b>Mayans</b> onto a timeline to show where the <b>Pre-Classic, Classic and Post-Classic</b> periods fit into the <b>chronology</b> of world history, alongside British history of the same <b>era</b> and key dates within the <b>Mayan civilisation</b>, using relevant dates and terms (<b>BC, AD, centuries</b>)</p> <p>Confidently use the internet to research where the lost cities and <b>ruins</b> of <b>Mesoamerica</b> were located within the world.</p> <p>Know how <b>Mayan society</b> was organised and the importance of <b>Chichen Itza</b>, comparing this with other <b>civilisations</b>.</p> <p>Use sources to find out <b>Mayan</b> religious beliefs, behaviour and <b>characteristics</b>, understanding that not everyone shares the same views or opinions.</p> <p>Bring knowledge together from several sources to understand the <b>culture, technology and general</b> life of the <b>Mayans</b>.</p> <p>Use sources to know the impact of the <b>Mayan civilisation</b> on society today, including their disappearance.</p> <p>Key concepts: Religion; Settlements and Civilisation; Achievements and Impact</p>



