



St. Katharine's Primary School History Progression Pathway Year EY, 1 and 2

Focus	Curriculum Content	Skills	Concept	Vocabulary
EY	ELG Past and Present -Research an inspirational person - Florence Nightingale	<ul style="list-style-type: none"> Use the correct language Use photos to look at differences in time Make accurate comparisons between modern and old objects (Medical equipment and the roles of nurses) 	N/A	Yesterday, past, long ago, now
Year 1	<p>Changes within living memory</p> <ul style="list-style-type: none"> Grandparents and parents 	<ul style="list-style-type: none"> Sequence events in their own lives Compare adults talking about the past Recognise differences between past and present in their own and others' lives, e.g. classrooms, toys Ask questions about the past 	Change	Then, old, new, days, week, month, year, long ago, memory
Who was Mary Anning? Why was she important?	<p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> Mary Anning 	<ul style="list-style-type: none"> Match objects to people of different ages Find answers to simple questions about the past from sources, e.g. artefacts and photos Use stories (Fossil girl) to distinguish between fact and fiction Recount episodes from stories about the past Explain why Mary Anning was significant 	Significance	
Year 2	<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> The Great Fire of London: Sept 2-6, 1666 	<ul style="list-style-type: none"> Use sources (Pepys diary entry) to ask questions about the past Compare two versions of the fire of London (Samuel Pepys and John Evelyn) Answer questions about the fire using simple observations of primary sources Discuss reliability of accounts – paintings of LDN Compare pictures after the fire of LDN and LDN today Identify similarities and differences between ways of life in 1600 and today (food, transport, school, family life etc.) Locate where event sits on a timeline of other important British historical events 	Cause	Timeline, calendar, peasant, King, Queen, Christianity, source, Nation
How do we know what happened during the fire?				
What was special about	The lives of significant individuals in the past who have contributed to national and international	<ul style="list-style-type: none"> Sequence sports items and equipment 	Significance	

<p>these individuals?</p>	<p>achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none">• Jesse Owens and Michael Jordan	<ul style="list-style-type: none">• Compare photos of sportsmen/women from the past and today• Identify similarities and differences between ways of life at the time of the significant individuals• Begin to recognise that there are reasons why people in the past acted as they did• Use sources of information to answer questions about the past using simple observations		
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St. Katharine's Primary School History Progression Pathway Year 3

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>What was the most important change from the Stone Age to the Iron Age? Why?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Early and Late Neolithic Hunter-gatherers • Neolithic Farmers and Skara Brae • Bronze Age – Stonehenge • Bronze Age Technology – Copper • Iron Age Hill Forts 	<ul style="list-style-type: none"> • Devise historically valid questions about the period using pictures and sources • Explore and describe a Stone Age diet • Use a range of sources to find out about Stone Age Hunter gatherers • Make a judgement and explain whether Stone Age man was just a simple hunter-gatherer • Identify and discuss the importance of changes that came in the New Stone Age • Explain how Skara Brae was discovered and how items can inform us about the past • Discuss why Stonehenge was built • Explain the importance of copper • Identify aspects of Iron Age life • Sequence artefacts from all three ages 	<p>Change</p>	<p>BC/AD BCE/CE, Stone Age, Bronze Age, Dark Ages, Iron Age, Hunter-gatherer, Neolithic, Nomadic, Archaeology</p>
<p>Were the Romans Ruthless?</p>	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • The Roman Empire • The Roman Army • Roman Britain • Roman Religion • Legacy 	<ul style="list-style-type: none"> • Discuss who the Romans were and where they came from • Place the time studied on a timeline • Select information from sources about the Roman Empire and record the information • Identify and discuss first impressions of the Roman invaders • Explain the positive and negative aspects of life in the Roman Army (Link to persuasive write – English) • Identify the reasons why the Romans came to Britain • Use sources to compare different descriptions of Boudicca • Give reasons and understand why people would want to rebel against the Romans (Boudicca) • Compare the life of a child in Roman times to modern day life • Discuss religious beliefs and practices • Identify and evaluate what the Romans have done for us 	<p>Cause and significance</p>	<p>Century, Decade Empire, Emperor, myths and legends, legacy</p>

<p>What was going on at HH during the Stone Age?</p>	<p>A local History Study – Hengistbury Head</p> <ul style="list-style-type: none"> • A depth study linked to the Changes in Britain from the Stone Age to the Iron Age • Visit to Hengistbury Head and the Visitor Centre • Stone Age life at HH 	<ul style="list-style-type: none"> • Devise own questions about Hengistbury Head using old maps and photos • Compare differences to today using photos and old maps • Locate key historical sites during guided walk • Discuss prehistoric farming during visit to visitor centre • Explain how and where people lived in this area during the Stone Age 	<p>Similarity and difference</p>	<p>Importance, archaeology, prehistoric</p>
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St. Katharine's Primary School History Progression Pathway Year 4

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>Why are the Saxons important?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ● Roman withdrawal and the fall of the Western Empire ● Anglo Saxon invasions, settlements and kingdoms: place names and village life ● Sutton Hoo ● Christian conversion - Canterbury 	<ul style="list-style-type: none"> ● Explain why the Romans left Britain ● Discuss where the Anglo Saxons came from and why they came to Britain ● Ask Historically Valid questions ● Investigate and reconstruct life in an Anglo-Saxon village using evidence ● Understand what invading and settling is ● Explain using evidence what happened at Sutton Hoo ● Place events from Anglo-Saxon period on timeline ● Begin to date events ● Identify some of the reasons for Christian conversion 	<p>Similarity and Difference</p>	<p>Artefact, Gods, Goddesses, Invasion, Monarchy, migration, Settler, settlement, Primary and Secondary evidence, Nation, slave, Nomad, conquest</p>
<p>What changes did the Vikings bring?</p>	<p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> ● Viking Raids and Invasion ● Resistance by Alfred the Great and Athelstan ● Edward the confessor and his death and his death in 1066 	<ul style="list-style-type: none"> ● Discuss reasons for raid on Lindisfarne ● Use evidence to formulate own opinions about the Viking Raids ● Begin to evaluate the usefulness of sources ● Understand why the raids were successful ● Give reasons why Vikings left their homeland ● Select and combine information from different sources about Alfred the Great ● Show understanding of the main events during the reigns of Alfred and Athelstan ● Add events to timeline ● Research Edward the confessor and his life ● Summarise the changes the Vikings made and caused to life in Britain 	<p>Change</p>	



St. Katharine's Primary School History Progression Pathway Year 5

Focus	Curriculum Content	Skills	Concept	Vocabulary
What were the greatest achievements of the Egyptians?	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <ul style="list-style-type: none">• Ancient Egyptian Society - farming• Egyptian Gods• Pyramids	<ul style="list-style-type: none">• Know when the Egyptians lived and compare to other civilisations• Communicate the structure of Egyptian Society• Make comparisons (e.g. how they lived, food etc.) between different times in the past (e.g. Stone Age, Romans etc.)• Use historical evidence to answer questions about Egyptian farming• Compare Egyptian everyday life with life in another period (Romans, Stone Age, Modern)• Research and discuss the process of mummification• Research Egyptian Gods• Analyse and annotate historical sources (picture of a banquet)• Evaluate the usefulness of sources of information• Identify sources that are useful in explaining why the pyramids were built• Explain how and why the pyramids were built• Begin to identify Primary and secondary sources	Significance	Chronology, continuity, change, societies, ancient civilisations, slave, colony, agriculture, BCE
What did Baghdad ever do for us?	A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900 <ul style="list-style-type: none">• Society• Mongol Invasion• Legacy	<ul style="list-style-type: none">• Compare and contrast statements about British and Islamic societies• Compare the timeline of Islamic society with the Middle Ages in Europe• Describe Baghdad from sources and Evaluate the usefulness of sources of information• Compare accounts of events from different sources (Mongol Invasion)• Offer some reasons for different versions of events• Describe the key characters and events in the Rise of Baghdad• Examine and consider the effect of Baghdad on our lives today	Similarity and difference	crusades, Islam, sacrifice, Mongol, knowledge, caliphate, Empire, diplomacy



St. Katharine's Primary School History Progression Pathway Year 6

Focus	Curriculum Content	Skills	Concept	Vocabulary
Was Dunkirk a triumph or a disaster?	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none">Dunkirk or D-Day?	<ul style="list-style-type: none">Sequence up to 10 events on a time lineCheck the accuracy of interpretations – distinguish between fact, fiction and opinionIdentify and evaluate sources of information and use to support conclusionsSuggest why Dunkirk has been interpreted in different waysExplain Dunkirk in terms of cause and effect using evidence to support their explanationUse sources to make conclusions about key question	Cause and consequence	parliament, bias, propaganda, causation, annihilation, military campaign, war effort, Allied, Blitzkrieg, evacuation
What impact has the Olympics had on society?	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none">Impact of Ancient Greece (Olympics)	<ul style="list-style-type: none">Recognise Primary and secondary sourcesUse a range of sources to find out about the first OlympicsExamine and explain the reasons for the first OlympicsLink sources and work out how conclusions were arrived atKnow characters, key dates and events in this area of Greek lifeCompare behaviours of Olympians now and the first Olympics – link to health, competition, drugs etc.Recognise that not everyone shares the same view of the Olympics through time – link to WW2 study – Nazi Germany Olympics	Change	Diversity, Democracy, , Aristocracy, continuity, global, republic, revolt, torture, heresy, court,