

# Knowledge and Skills Progression : Year 1 to Year 6

## History Curriculum Holy Cross



Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1/2	Adv	The Great Fire of London	<ul style="list-style-type: none"> <li>I can use photographs and illustrations to compare London today with London in 1666.</li> <li>I can use maps to explain some of the ways London has changed over time.</li> <li>I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary.</li> <li>I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>I can distinguish between objects, writing and pictures as historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the ways in which London was different in 1666 to today.</li> <li>I can explain the key events of the Great Fire of London.</li> <li>I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Great Fire of London took place in the Stuart period.</li> <li>I can place the Great Fire of London on a timeline.</li> <li>I can organise dated cards into a timeline of British history.</li> </ul>	<ul style="list-style-type: none"> <li>Century</li> <li>Plague</li> <li>Stuart</li> <li>King Charles II</li> <li>Source</li> <li>Samuel Pepys</li> <li>Thomas Farriner</li> <li>Monument</li> </ul>
1/2	Lent	Intrepid Explorers	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people who lived a long time ago.</li> <li>I can pose simple questions to find out about the past.</li> <li>I can compare the lives and achievements of two famous historical figures.</li> </ul>	<ul style="list-style-type: none"> <li>I know that life was very different in the past to how it is today.</li> <li>I know that people knew less about the world in the past than we know today.</li> <li>I know that some people's achievements and discoveries can change the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between different periods in time using simple markers, such as inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Explorer</li> <li>Exploration</li> <li>New World</li> </ul>
1/2	Pen	Famous Queens (Lady Jane Grey)	<ul style="list-style-type: none"> <li>I can use photographs and illustrations to help me find out about life in different periods.</li> <li>I can use pictures to answer true or false questions about a time period.</li> <li>I can match pictures to their correct time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married.</li> <li>I know that traditionally the throne passed from father to son.</li> <li>I know some of the features of life in the Tudor period.</li> <li>I can explain some of the changes that took place under the rule of Queen Victoria.</li> <li>I can compare aspects of British life in the Tudor, Victorian and modern periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline.</li> <li>I can match dates a monarch reigned to the correct queen.</li> <li>I can order dated events on a string timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Monarch</li> <li>Monarchy</li> <li>Queen Elizabeth I</li> <li>Queen Victoria</li> <li>Queen Elizabeth II</li> <li>Heir</li> <li>Tudor</li> <li>Victorian</li> <li>British Empire</li> <li>Commonwealth</li> <li>Jubilee</li> </ul>

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1/2	Adv	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> <li>I can use simple texts and images to find out about the past.</li> <li>I can use my knowledge of the past to guess how people at the time might have felt.</li> </ul>	<ul style="list-style-type: none"> <li>I know that King James was king during the time of the gunpowder plot.</li> <li>I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant.</li> <li>I understand the reasons behind the gunpowder plot.</li> <li>I can name some monarchs, including King James I and Elizabeth I.</li> <li>I can explain why events in the past are still significant today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order simple events chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Parliament</li> </ul>
1/2	Lent	Toys Past and Present	<ul style="list-style-type: none"> <li>I know that some objects were different in the past to how they are today.</li> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can compare old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order decades chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Decade</li> </ul>
1/2	Pen	What were seaside holidays like in the past?	<ul style="list-style-type: none"> <li>I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why changes in society, particularly the steam train, made seaside holidays popular.</li> <li>I know that the lives of rich and poor people were very different in the past.</li> <li>I know that changes in society led to seaside holidays becoming very popular in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>I can order photos from three different eras chronologically.</li> <li>I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</li> </ul>	<ul style="list-style-type: none"> <li>Steam train</li> <li>Tradition</li> <li>Bathing machine</li> <li>Promenade</li> <li>Modern</li> <li>Old-fashioned</li> </ul>

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3/4	Adv	Richard III	<ul style="list-style-type: none"> <li>I know that there are questions about the past that have not yet been decisively</li> <li>I know how archaeological evidence has been used to make a claim.</li> <li>I understand that there are different opinions of the past, and that these may change over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know who Richard III was and why he is significant in our area.</li> <li>I know that Richard III dies in the Battle of Bosworth in 1485.</li> <li>I can explain how Richard became buried under a car park in Leicester.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Richard III and the Battle of Bosworth on a timeline.</li> <li>I know that the death of Richard meant the end of the war of the Roses and the start of the Tudor era.</li> </ul>	<ul style="list-style-type: none"> <li>Leicester</li> <li>King Richard III</li> <li>Plantagenet</li> <li>Heir</li> <li>Monarch</li> <li>Archaeology</li> <li>archaeologist</li> </ul>
3/4	Lent	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> <li>I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and wherein Europe they came from.</li> <li>I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>I can write my name using the Ogham alphabet.</li> <li>I can explain how Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Anglo-Saxons on a timeline.</li> <li>I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Sutton Hoo</li> <li>Anglo-Saxons</li> <li>Picts</li> <li>Scots</li> <li>Conquer</li> <li>Pagan</li> </ul>

3/4 Pen

Ancient Egypt

- I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.
- I can make suggestions about what unfamiliar artefacts might have been used for.
- I can explain the significance of the discovery of the Rosetta stone.
- I can generate questions I want to find the answers to about life in ancient Egypt.
- I can choose an area I wish to research, and use a variety of sources to carry out my research.

- I can describe the features of daily life in ancient Egypt.
- I can explain the events surrounding the discovery of Tutankhamen's tomb.
- I can describe ancient Egyptian beliefs in the afterlife.
- I explain the process of mummification.

- I can describe the difference between ancient and modern periods.
- I know when the ancient Egyptian civilisation was.
- I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.

- Civilisation
- Ancient
- Modern
- Ancient Egypt
- Before Common Era
- Common Era

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3/4	Adv	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical events.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</li> <li>I can place the Romans on a timeline.</li> <li>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<ul style="list-style-type: none"> <li>Invade</li> <li>Settle</li> <li>Roman Empire</li> <li>Emperor</li> <li>Revolt</li> </ul>
3/4	Lent	The Railway Revolution	<ul style="list-style-type: none"> <li>I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to.</li> <li>I can use a graph showing the number of passengers using railways since 1830 to infer understanding.</li> <li>I can read a newspaper article from 1863 to find out about the opening of the London Underground.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented.</li> <li>I can explain what the Industrial Revolution was and the impact it had on Britain.</li> <li>I know how the Industrial Revolution increased the need for more efficient transportation.</li> <li>I know that iron tracks were first used for horses and carts.</li> <li>I know how developments during the Industrial Revolution allowed trains to develop.</li> <li>I can explain how the railway changed people's lives in Britain.</li> <li>I can explain when and why the London Underground was built.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Industrial Revolution took place.</li> <li>I can explore key events on a timeline of the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>Wagonway</li> <li>Robert Stephenson</li> <li>Steam engine</li> <li>Rainhill trials</li> </ul>

				<ul style="list-style-type: none"> <li>• I can explain how the London Underground changed the lives of people in London.</li> <li>• I can explain how electricity revolutionized Britain's railways.</li> </ul>		
3/4	Pen	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> <li>• I can explain how archaeologists use artefacts to learn about the past.</li> <li>• I can explain some of the methods archaeologists use to find out about the past.</li> <li>• I can explain why Star Carr is an important archaeological site.</li> <li>• I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what the term 'prehistory' means.</li> <li>• I know that the Stone Age can be split into three different time periods.</li> <li>• I can describe the main features and developments of each of the eras of prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>• I know that prehistory spans millions of years.</li> </ul>	<ul style="list-style-type: none"> <li>• Prehistory</li> <li>• Archaeologist</li> <li>• Archaeology</li> <li>• Palaeolithic</li> <li>• Mesolithic</li> <li>• Neolithic</li> </ul>

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5/6	Adv	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> <li>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>I can describe the reasons and events surrounding the Viking invasions.</li> <li>I can describe what the Danelaw was.</li> <li>I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>I have an increasing understanding of the struggle for power and how this changed England.</li> <li>I can explain how England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what Britain was like before the arrival of the Vikings.</li> <li>I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> <li>Peace treaty</li> <li>Danelaw</li> </ul>
5/6	Lent	The Kingdom of Benin	<ul style="list-style-type: none"> <li>I know that oral histories can be corrupted over time and that they are not always objective.</li> <li>I know that historians do not always agree on what an artefact was used for.</li> <li>I can read oral histories to explore the Kingdom of Benin.</li> <li>I can critically analyse oral histories about the Kingdom of Benin.</li> <li>I can use increasingly complex historical texts to find out about the past.</li> <li>I am aware that historical sources should be analysed for their trustworthiness.</li> <li>I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.</li> </ul>	<ul style="list-style-type: none"> <li>I know that very few artefacts survived from the Kingdom of Benin.</li> <li>I know that most of what historians know about the Kingdom of Benin derives from stories.</li> <li>I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns.</li> <li>I can describe some of the features of everyday life in the Kingdom of Benin.</li> <li>I know that the slave trade was an important part of the economy in the Kingdom of Benin.</li> <li>I can name some of the commodities that were imported and exported from the Kingdom of Benin.</li> <li>I can explain how the Benin army played an important part in the growth and development of the empire.</li> <li>I can explain reasons why the Kingdom of Benin declined.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Kingdom of Benin on a timeline.</li> <li>I can place the different eras of the Kingdom of Benin on a timeline.</li> <li>I can match the Kingdom of Benin to events happening in Britain at the same time.</li> <li>I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.</li> </ul>	<ul style="list-style-type: none"> <li>Benin</li> <li>Edo</li> <li>Oba</li> <li>Colonialism</li> <li>Colonise</li> <li>Era</li> <li>Oral history</li> <li>Slavery</li> <li>Trade</li> <li>Golden Age</li> <li>Civil war</li> <li>Punitive Expedition</li> </ul>

5/6 Pen

Crime and Punishment

- I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.

- I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.
- I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.
- I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.

- I can summarise what I know about different British time periods.
- I can explain how the theme of crime and punishment evolved in Britain chronologically.

- Transportation
- Pillory
- Poacher
- Highwayman
- Tudor
- Early modern period



Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
5/6	Adv	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> <li>I can suggest which decade a photo was taken in using historical clues.</li> <li>I know the difference between a primary and a secondary source.</li> <li>I can suggest which sources I would need to consult to research different eras in British history.</li> <li>I can identify whether a source is a primary or secondary source.</li> <li>I can use primary and secondary sources to research different decades.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s.</li> <li>I can suggest which changes have had the biggest impact in Britain since 1948.</li> <li>I can summarise the changes in Britain since 1948.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe changes in Britain since 1948 chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Primary source</li> <li>Secondary source</li> </ul>
5/6	Lent	Who were the ancient Greeks?	<ul style="list-style-type: none"> <li>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>I can identify the difference between primary and secondary sources of information.</li> <li>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>I know that ancient Greece was made up of independent city states.</li> <li>I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>I can compare and contrast the city states of Athens and Sparta.</li> <li>I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> <li>I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>I can arrange key civilisations in world history chronologically.</li> <li>I can name the periods in the ancient Greek civilisation and order them on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece</li> <li>Minoan age</li> <li>Mycenaean age</li> <li>Dark age</li> <li>Classical period</li> <li>Archaic period</li> <li>Athens</li> <li>Sparta</li> <li>Peloponnesian</li> <li>Hellenistic period</li> <li>Polis (city states)</li> <li>Oligarchy</li> <li>Democracy</li> <li>Primary source</li> <li>Secondary source</li> <li>Olympia</li> <li>Olympians</li> </ul>

5/6 Pen

Who were the Suffragettes?

- I can explain the connections between the local activist Alice Hawkins, and National events at the time.
- I can describe how political and social events are linked.
- I can explain the significance of the First World war on women's suffrage.
- I understand that there were many causes

- I can explain democracy in the past
- I can describe how the suffrage societies campaigned for equal voting rights for women
- I can explain strategies used for suffragettes to make their voices heard.
- I know the role of local women (especially Alice Hawkins) in the fight for women's suffrage.

- I can place women's suffrage accurately on a timeline in
- I can place developments in voting around the two World Wars

- Democracy
- Vote
- Electorate
- Suffrage
- Politics
- Political
- Government
- Parliament
- Democracy
- Campaign,
- Petition
- Protest
- Significance
- Cause
- Consequence



