

# St. Mewan C.P. School Knowledge and Skills Progression for History



<b>Year Group</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Tier 3 Vocabulary</b>	<b>Tier 2 Vocabulary</b>
N	Talk about recent events in their life (things that happened yesterday, at the weekend etc.) To know about the structure of their family	To be identify the changes from when they were a baby to now. Communicate to others about events that have happened.	Remember, memories, before, used, after, later.	Yesterday, week, day, weekend, then, now. Grandparents, parents, sister, brother, older, younger
R	Talk about changes in their lifetime. Recall and tell stories about the past Name and label parts of historical buildings e.g. castles Visit to Restormel Castle	Sequence events/photos in order of time. Explore and make predictions about objects/photos from the past. Role play life in the past/stories about the past Identify similarities and differences in their own lives e.g. from when they were a baby until now. Investigate changes in time passing e.g. season to season	Castle, drawbridge, moat, portcullis, tower, turret, bow, arrow, cannon, cannonball, soldier, knight, battle	Season, same, similar, different, life, past, now, then, before, old, new, photograph, map, baby, child, adult, parent, grandparent, remember, memories, precious, fragile, museum, clues, long ago
1	Changes within living memory, making links to changes within national life Changes in life in the home Explain the lives of significant individuals in the past who have contributed to national and international achievement – Florence Nightingale and Mary Seacole.	Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings Sequence events or related objects in order of time Compare aspects of life then and now, looking at similarities and differences. Answer questions related to different sources and objects Place historical people and events on a timeline	Artefact, inventor, invention, Florence Nightingale, Mary Seacole, Scutari hospital, wounded, disease, medicine.	Yesterday, present, compare, change, time, history, living memory, cause, effect



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2	<p>Explain the lives of significant individuals in the past who have contributed to national and international achievement – Rosa Parks, Emily Davison</p> <p>Describe events beyond living memory that are significant nationally or globally – The Great Fire of London</p> <p>Recognise and explain why events happened and the impact they had.</p> <p>To explain significant historical events, people and places in their locality - Ann Glanville</p>	<p>Place historical people and events on a chronological timeline (begin to build the timeline)</p> <p>Identify fact and fiction</p> <p>Sequence events or related objects in order of time</p> <p>To be able to consider the reliability of memories</p> <p>Explore and interpret sources of evidence, discussing the effectiveness of the sources</p> <p>Ask and answer questions related to different sources and objects</p> <p>Begin to make suggestions about historical artefacts</p> <p>Use correct vocabulary when talking about the past and the passing of time</p>	<p>Primary/secondary evidence, thatched, Pudding Lane, St. Paul's Cathedral, Samuel Pepys, Christopher Wren, Rosa Parks, suffragette, AD/BC</p>	<p>Diary, significant, international, national, global, historical, local, century, decade, political, equality, diversity</p>
3	<p>Explain what life was like in the Stone Age</p> <p>Describe changes in life in Britain from the Stone Age to the Iron Age</p> <p>Describe the achievements of the earliest civilisations e.g. Ancient Egyptians</p> <p>Describe who Julius Caesar was and his role in the Roman Empire</p> <p>Describe the impact of the Roman Empire on Britain</p> <p>Explain Britain resistance to invasion</p> <p>Explain the impact of invasion on Britain Understand the difference between BC/BCE/AD/CE</p>	<p>Sequence events or artefacts on a timeline</p> <p>Identify key features and beliefs of historical periods</p> <p>Compare and contrast aspects of life in different periods</p> <p>Identify reasons for and the results of people's actions</p> <p>Analyse beliefs, behaviours and characteristics of people in the past</p> <p>Begin to evaluate the effectiveness of different sources</p>	<p>Chronological, archaeology, archaeologist, artefacts, Stone, Age, Bronze Age, Iron Age, hunter/gatherer, flint, Neolithic, Skara Brae, fort, Celts, Boudicca, Roman, centurion, emperor, toga, gladiator, Hadrian's Wall, invasion, colosseum, Empire, Ancient Egypt, pyramids, tombs, sphinx, civilisations, sarcaophagus,</p>	<p>Period, beliefs, opinion, religion, trade, consequence, point of view, domesticate, barter, conflict, contrast, culture, evidence, influence, BC/BCE AD/CE, perhaps, possibly</p>



## St. Mewan C.P. School Knowledge and Skills Progression for History

			mummification, Canopic jars, pharaohs, afterlife	
4	<p>Understand an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Life in Tudor Britain</p> <p>Describe the key events in the settlement of Britain by the Anglo-Saxons</p> <p>Explain the struggle for the kingdom of England from Saxon times</p>	<p>Explore and interpret sources of evidence, discussing the effectiveness of the sources</p> <p>Compare and contrast aspects of life in different periods using a range of sources and understand their reliability</p> <p>Identify and give different reasons for the way the past is represented</p> <p>Justify explanations by making references to appropriate evidence</p>	<p>Anglo_Saxons, hoard, Angles, Jutes, Saxes, Bretwalda, Mercia, Christianity, Sutton Hoo, Tiw, Woden, Thor, Frig, St. Augustine, Bede, Dark Ages Vikings, King Alfred Tudor, dissolution, Henry VII, Henry VIII, Edward VI, Elizabeth I, Mary I, Armada, Duke of Medina, Sir Francis Drake, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, yeoman</p>	<p>Pagan, settlement, invaders, kingdoms, suffix, law and order, punishment, monastery, portrait, iconic, analyse, society, authentic, evidence, possessions, inventory, defeat, leisure, pastime.</p>
5	<p>To recall influences and events within Britain and the wider world leading to significant turning points in British history as well as the impact on the nation – Industrialisation and Education Reform in the Victorian times.</p> <p>Describe aspects of life in Ancient Greece</p> <p>List the achievements of the Ancient Greek civilisations</p> <p>Explain the influence of the ancient civilisations on the</p>	<p>Identify changes within and across the time period studied</p> <p>Identify cause and consequence including impact on society over time</p> <p>To evaluate the effectiveness of different sources</p> <p>Ask and answer a range of questions about the past and use a range of sources in their answer</p> <p>Make predictions about artefacts and their uses</p> <p>Analyse beliefs, behaviours and characteristics of people, recognising that</p>	<p>Queen Victoria, Victorian, Education Reform, industrialisation, workhouses, Poor Law, Barnardo, Lord Shaftesbury, Ancient Greece, Olympics, chariot, Parthenon, philosophy, Athens, Sparta, Trojan War, Marathon, Crete, Theseus, Minotaur, Persia, raids, longboat,</p>	<p>Destitute, poverty, source, cause, consequence, influence, role, opinion, justify, prediction, architecture, colonies, warfare, mythology, democracy, reputation, monk</p>



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	<p>western world e.g art, architecture and literature</p> <p>Explain the Viking struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>not everyone had the same views and opinions</p> <p>Investigate how a period of time can have both continuity and change and the result of this.</p>	<p>Lindisfarne, Danelaw, Cnut, Jorvik, longhouse</p>	
6	<p>Describe aspects of life in a non-European society that provides contrast with British history – early Islamic civilisation</p> <p>To understand how the achievements of early civilisations has impacted on our lives today</p> <p>Describe key events in WW2 and what life was like on the Home Front</p> <p>Explain differing viewpoints of historical events or people offering reasons for different version of events</p> <p>Recall/list key historical dates and facts</p> <p>Offer reasoned explanations for the cause and effect of main events, situations and changes in the period studied</p> <p>Understand and explain an historical event of significant in the local area (Mining heritage &amp; the Levant mining disaster)</p> <p>Understand historical bias</p>	<p>Compare and contrast aspects of life in different periods and different cultures, exploring and identifying similarities and differences</p> <p>Identify between fact and fiction and be able to give reasons for use of propaganda.</p> <p>Justify explanations by making references to appropriate evidence and sources</p> <p>Suggest and investigate hypothesis about the past e.g. use of artefacts, ways of life and reasons for events</p> <p>Frame questions carefully to access specific and accurate information</p> <p>Memorise dates of key events</p> <p>Employ a wide range of historical vocabulary when presenting information about the past</p> <p>To be able to distinguish between different sources e.g. different versions of the same story and recognise historical bias</p>	<p>Holocaust, Nazi, genocide, air raid, Blitz, evacuation, rations, Home Front, Baghdad, Islam, Prophet Muhammed, Islamic Empire, Qur'an, Caliph, Mongols, Arabs, Cordoba, An Gof, Flamank, Gwary, tinnars, nobles, vagabonds, beggars, yeomen, craftspeople, poll tax, Cornubia, attainer</p>	<p>Propaganda, bias, viewpoints, misinformation, opinion, continuity, government, infamous, liberation, parliament, advocate, prior, expansion, allies, occupied, rebellion, taxes, taxation, injustice,</p>

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