



St Joseph's Catholic Primary School

Progression Through Knowledge, Skills and Understanding

History

Year 1

National Curriculum Coverage :

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.

Autumn

Spring

Summer

Chronological understanding	Knowledge and interpretation	Historical Skills and enquiry
<p>Children should be able to put up to three objects in chronological order (recent history). Children should be able to use words and phrases like: old, new and a long time ago. Children should be able to tell me about things that happened when they were little. Children should be able to recognise that a story that is read to them may have happened a long time ago. Children should know that some objects belonged to the past. Children should be able to retell a familiar story set in the past. Children should be able to explain how they have changed since they were born.</p>	<p>Children should be able to begin to identify the main differences between old and new objects. Children should be able to identify objects from the past, such as vinyl records, different toys. Children should appreciate that some famous people have helped our lives be better today. Children should recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</p>	<p>Children should ask and answer questions about old and new objects. Children should spot old and new things in a picture. Children should answer questions using an artefact/ photograph provided. Children should give a plausible explanation about what an object was used for in the past.</p>

Year 1 (Challenging)

Love and Learn in the footsteps of Christ



Children should be able to put up to five objects/events in chronological order (recent history).

Children should be able to use words and phrases like: very old, when mummy and daddy were little.

Children should be able to use the words before and after correctly.

Children should be able to say why they think a story was set in the past.

Children should be able to explain why certain objects were different in the past, e.g. iron, music systems and televisions, different types of toys.

Children should be able to explain differences between past and present in their life and that of other children from a different time in history.

Children should be able to tell us about an important historical event that happened in the past.

Children should be able to answer questions using a range of artefacts/ photographs provided.

Children should be able to find out more about a famous person from the past and carry out some research on him or her.

Year One – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this	Discussion and questioning
1	Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date	Timeline of British history Personal timeline
2	Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance	Photograph analysis and discussion Information card matching to images Construct 1960s timeline
3	Identify and describe some of the most popular toys and games of the 1960s	Discussion and questioning Instructional writing



3	Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (<i>continuity</i>) and differences they observe (<i>change</i>)	Discussion and oral responses
3	Describe and explain the cause of the major change to toys and games since 1960s	Explanatory writing
4	Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then	Discussion Non-chronological report
5	Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely	Annotated sketch
Homework	Describe and compare and contrast the memories of adults who lived in the 1960s through the gathering of primary evidence through interviews (oral histories)	Interviews PowerPoint presentation Display

Year One – Summer Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom	Oral and discussion Annotated sketch of a Bonfire Night party
1	Describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time	Oral and discussion Questioning Short report: <i>Why Guy Fawkes made history</i>



	because of the effect it had on other people's lives, beliefs or ideas	
2	Identify, describe and explain how six significant people made history during their lifetime	Oral and discussion Reading and questioning
2	Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision	Oral and discussion Short piece of discursive writing
3	Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history	Oral, questioning and discussion Creative writing story
Homework	Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers	Short written report



Progression Through Knowledge, Skills and Understanding History

Year 2

National Curriculum Coverage:

- Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.

Autumn

Spring

Summer

Chronological understanding	Knowledge and interpretation	Skills and Historical enquiry
<p>Children should be able to use words and phrases like: before I was born, when I was younger.</p> <p>Children should be able to use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>Children should be able to use the words 'past' and 'present' accurately.</p> <p>Children should be able to use a range of appropriate words and phrases to describe the past.</p> <p>Children should be able to sequence a set of events in chronological order and give reasons for their order.</p>	<p>Children should be able to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>Children should be able to explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Children should be able to explain how their local area was different in the past.</p> <p>Children should be able to recount some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>Children should be able to give examples of things that are different in their life from that of people living in the past in Rome.</p>	<p>Children should be able to find out something about the past by talking to an older person.</p> <p>Children should be able to answer questions by using a specific source, such as an information book.</p> <p>Children should be able to research the life of a famous Briton from the past using different resources to help them.</p> <p>Children should be able to research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Children should be able to research the life of someone who used to live in the UK using the Internet and other sources to find out about them.</p>



Children should recognise that in the past that wealth affected quality of life.

Children should be able to Identify and describe some of the ways in which the ways of life of children, their families and local communities changed in Britain during the First World War.

Year 2 (Challenging)

Children should be able to sequence a set of objects in chronological order and give reasons for their order.

Children should be able to sequence events about their own life.

Children should be able to sequence events about the life of a famous person.

Children should be able to try to work out how long ago an event happened.

Children should be able to explain why someone in the past acted in the way they did.

Children should be able to give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Roman times.

Children should be able to explain what is meant by a democracy and why it is a good thing.

Children should be able to explain why their locality (as wide as it needs to be) is associated with a special historical event.

Children should be able to say at least two ways they can find out about the past, for example using books and the internet.
Children should be able to explain why eye-witness accounts may vary.
Children should be able to research about a famous event that happens somewhere else in the world and why it has been happening for some time.

Year Two – Autumn Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer	Questioning and discussion Antarctica 'shape writing'
2	Give an account of the accomplishments of Amy Johnson and give reasons which	Questioning and discussion



	suggest why they can be considered remarkable given the role of women in society at the time	Aeroplane 'shape writing'
3	Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did	Questioning and discussion An annotated picture or letter from the indigenous peoples of Central America to King Ferdinand
4	Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did	Questioning and discussion Timeline of Moon landing 1962–1969
5	Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully	Questioning and discussion 'We want you for Mars' recruiting poster in the style of Lord Kitchener or Uncle Sam
Homework	Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historical period in which they lived	Non-chronological report PowerPoint

Year Two – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists	Oral discussion and questioning



	Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time	Oral discussion and questioning Diary entry
2	Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii	Annotated sketches
3	Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79	Oral discussion and questioning Labelled diagram of Pompeii and Vesuvius
4	Describe the differences between primary and secondary historical evidence about what happened in Pompeii	Oral discussion and questioning
4	Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79	Oral discussion and questioning
5	Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii	Oral discussion and questioning Labelled pictures
5	Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions	Reconstruction drawings of market stalls and bakery
6	Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died	Plaster of Paris models accompanied by labels and written description
Homework	Describe and give reasons for the significance of one piece of personal primary historical evidence	Presentation
Homework	Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past	Presentation



Year Two – Summer Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Recognise some of the ways in which the First World War changed how adults were able to behave in Britain	Annotated photograph of Charles with reasons why he was imprisoned Oral response
2 and 3	Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas Compare and contrast means of communication in Britain during the time of the First World War with today	Telegrams Coded cipher messages Oral response
4	Identify and describe some of the ways in which the ways of life of children, their families and local communities changed in Britain during the First World War Offer reasons for the causes of some of the changes in ways of life they have identified	Display of photographs each with a label and sentence to describe how and why it shows how life changed at home during the First World War
5	Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort	Oral response Animal war memorial dedication
6	Describe the variety of ways in which other animals were used during the First	Non-chronological report about glow-worms



	World War and explain why their use was so important to the war effort	
Homework	Know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today	Simple PowerPoint presentation and oral response