St. Peter's CE Primary and Nursery School HISTORY Curriculum Progression

	FS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	I can talk about the past and the present in my life and my family's lives.	I can sequence events or objects in chronological order.	I can order events on a timeline. I can describe memories of key events in my life.	I can place the events from the time period studied on a timeline. I can use the terms BC and AD to deepen my chronological understanding.	I can place the events from the time period studied on a timeline. I can use the terms BC and AD to deepen my chronological understanding.	I know and can sequence key events of the time period studied.	I can place the current time period studied on a timeline in relation to other time periods studied.
Substantive Knowledge	Family Customs and Routines (eg. birthdays, Christmas, Diwali, Bonfire Night)	Changes Within Living Memory Lives Of Significant People	Events Beyond Living Memory That Are Significant Nationally And Globally (Titanic, First Flight, Wright Brothers) Great Fires (Comparing Wem to London)	The Maya Empire – how does it contrast to British history? Stone Age (changes in Britain from the Stone Age to the Iron Age) Late Neolithic hunter-gatherers and early farmers, for example Skara Brae Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms,	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Ancient Greece - a study of Greek life and achievements and their influence on the western world Roman Empire and its impact on Britain.	The Changing Role Of Women – analyse the role of women in society from ancient civilisations to the modern day. WW2 – Battle Of Britain – how was it a significant turning point in British history?

St. Peter's CE Primary and Nursery School HISTORY Curriculum Progression

				farming, art and culture			

St. Peter's CE Primary and Nursery School HISTORY Curriculum Progression

Disciplinary Knowledge & Skills		I can use different sources to learn new information – pictures, objects and stories. I can talk about some different ways that the past is recorded. I can draw, talk and write to show my learning.	I can learn information from more than one source. I can talk about some different ways that the past is recorded. I can talk, write sentences and make labelled drawings to show my learning.	I can compare different sources of evidence. I can say which sources are most useful for a task. I can use speaking, writing, drawing and drama to show my learning.	I can comment on the accuracy and usefulness of different sources of evidence. I can identify primary and secondary sources of evidence. I can state conclusions and give reasons for my ideas.	I can explain why there are different accounts and interpretations of the past. I can compare sources of evidence (primary and secondary) to find reliable information. I can give clear conclusions about the past based on evidence.	I can evaluate the accuracy of a historical source based on when and where it was created and the audience and purpose. I can devise historically valid questions e.g. would women have got suffrage without WW1? I can select relevant information and sources to produce structured work. I can use cause and effect to analyse the impact of an event.
Vocabulary	Today Yesterday Tomorrow The Past The Future Day Week Month Memory Remember New/Recent Old Long Ago Parent Grandparent	Year Decade Century Timeline Living Memory Ancient Modern Artefact Memories Long Ago	Guy Fawkes The Gunpowder Plot Parliament Treason Plotters King James Protestant Catholic Samuel Pepys The Great Fire of London	**STONE AGE TO THE IRON AGE** Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homosapiens Pelt Beaker Celt Bronze Roundhouse Hillfort	**ANGLO-SAXONS** Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Hengest and Horsa Monk Illumination Manuscript Weregeld Athelstan	**GREEKS** Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column	**CHANGING ROLE OF WOMEN** Patriarchy Hierarchy Matriarchy Revolution Suffrage Feminism Sexism Empowerment **BATTLE OF BRITAIN** Allied Powers Axis Powers Air raid Blackout Blitz Civilians

St. Peter's CE Primary and Nursery School HISTORY Curriculum Progression

			Survive Evidence	Quern Smelting Druid Borer Domesticate **MAYA EMPIRE** Ahau Dynasty Maize Codex Hieroglyphics Stela Scribe Haab Jade Sacrifice City-states Terraced Pyramid Peasant Bloodletting Cacao Cenote Huipil Popol Vuh Tzolk'in	Christianity Augustine Alfred the Great Aethelred the Unready **VIKINGS** Longboat Longhouse Chieftain Berserker Danegeld Thing Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla	Hoplite Peninsula Oracle Terraced **ROMANS** Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary	Evacuee Liberate Nazi Occupied Propaganda Rationing RAF Luftwaffe
Visits and Visitors				Shrewsbury Flaxmill and Maltings – Life of an Apprentice			