



St. Paul's Catholic Primary School History – Cycle B

Progression of skills and knowledge through Key Stages 1 & 2

Year	Autumn			Spring			Summer		
	Topic	Skills	Knowledge	Topic	Skills	Knowledge	Topic	Skills	Knowledge
1/2	War and Remembrance	<i>Range and depth of historical knowledge</i> <i>Interpretations of history</i>	<u><i>Events beyond living memory</i></u> <ul style="list-style-type: none"> • I can find out about the First World War. • I can find out about soldiers' experiences in the First World War. • I can find out about the role of animals in the First World War. • I can find out about the 	Nurturing Nurses	<i>Interpretations of history</i>	<u><i>Lives of significant individuals</i></u> <u><i>Significant historical events, people and places locally</i></u> <ul style="list-style-type: none"> • I can explain what makes a person significant. • I can explain how Florence Nightingale improved nursing • I can explain who Mary Seacole was 	Kings and Queens	<i>Chronology</i> <i>Interpretations of history</i>	<u><i>Changes within living memory</i></u> <ul style="list-style-type: none"> • I can find out how the title of king or queen is inherited. • I can find out about how family history, such as Queen Victoria's and my own family, can be represented. <u><i>Lives of significant individuals</i></u> <u><i>Significant historical events, people</i></u>

Year 1/2		<p><i>Range and depth of historical knowledge</i></p> <p><i>Interpretations of history</i></p>	<p>experiences of women during the First World War.</p> <ul style="list-style-type: none"> • I can find out why November 11th is known as Remembrance Day. • I can find out how Remembrance Day is marked <p><u>Lives of significant individuals</u></p> <p><u>Significant historical events, people and places.</u> <i>(some locally)</i></p> <ul style="list-style-type: none"> • I can find out about Walter Tull. • I can understand some of the differences in how Walter Tull lived, compared with today • I can find out about the life and death 	<p>Nurturing Nurses</p>	<p><i>Interpretations of history</i></p>	<p>and how she improved nursing.</p> <ul style="list-style-type: none"> • I can explain who Edith Cavell was and how she improved nursing. • I can compare the lives of different nurses. • I can persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell. 	<p>Kings and Queens</p>	<p><i>Interpretations of history</i></p>	<p><u>and places</u> <i>(some locally)</i></p> <ul style="list-style-type: none"> • I can understand what a monarch is and the qualities needed to be a good monarch. • I can find out about some important British monarchs • I can understand how we know about the life and death of Richard III. • I can find out about some key facts about the life of Richard III. • I can find out about what kings and queens ate during medieval banquets. • I can find out about and compare the lives of Elizabeth I and Queen Victoria.
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			of Walter Tull. • I can find out how Walter Tull has been remembered.						
Year 3/4	The Vikings and Anglo-Saxons	<i>Chronology</i> <i>Interpretations of history</i> <i>Historical Enquiry</i>	<u>Understand British, local world history</u> • I can explain when and where the Vikings came from and why they raided Britain. • I can explain how the last Anglo-Saxon kings shaped Britain. <u>Address and devise historically valid questions (similarities, differences and significance)</u> • I can compare the significance of Anglo-Saxon kings during the Viking	Riotous Royalty	<i>Chronology</i> <i>Range and depth of historical knowledge</i> <i>Interpretations of history</i> <i>Historical Enquiry</i>	<u>Understand British, local world history</u> • I can understand why King John is an important king in English history • I can understand why King Henry VIII wanted an heir. <u>Note connections, contrasts and trends over time</u> • I can understand why Queen Anne was important in creating the United Kingdom of Great Britain	The Railways	<i>Chronology</i> <i>Range and depth of historical knowledge</i> <i>interpretations of history</i> <i>Historical Enquiry</i> <i>Organisation and Communication</i>	<u>Understand British, local world history</u> • I can describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel. <u>Note connections, contrasts and trends over time</u> • I can describe how and why the railway network in Britain grew and changed over time. • I can describe the technology of different locomotives and explain how and

Year 3/4	The Vikings and Anglo- Saxons	Chronology Interpretations of history Historical Enquiry	<p>period.</p> <ul style="list-style-type: none"> • I can explain how the legal system worked in Anglo-Saxon and Viking Britain. <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical information</u></p> <ul style="list-style-type: none"> • I can explain who King Ethelred II was and say when and why Danegeld was introduced. • I can identify and explain key aspects of Viking life. 	Riotous Royalty	Interpretations of history Historical Enquiry	<p><u>Address and devise historically valid questions (similarities, differences and significance</u></p> <ul style="list-style-type: none"> • I can question how the Normans came to rule Britain in 1066 • I can answer questions about our royal family. <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical information</u></p> <ul style="list-style-type: none"> • I can understand what the British empire meant to Victorian people. 	The Railways	interpretations of history Historical Enquiry Organisation and Communication	<p>why they have changed over time.</p> <p><u>Address and devise historically valid questions (similarities, differences and significance</u></p> <ul style="list-style-type: none"> • I can explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives. <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical information</u></p> <p><u>Understand how our knowledge</u></p>
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Year 3/4	The Vikings and Anglo- Saxons			Riotous Royalty			The Railways	<i>Organisation and Communication</i>	<p><i>of the past is constructed from a range of sources and different versions of past may exist, giving some reasons for it</i></p> <ul style="list-style-type: none"> • I can identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past. • I can find out about and debate the positive and negative impact of the first railways on different aspects of society.
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Year 5/6	Crime and punishment	<p><i>Chronology</i> <i>Range and depth of historical knowledge</i> <i>Interpretations of history</i> <i>Organisation and Communication.</i></p>	<p><u>Understand British, local world history</u></p> <ul style="list-style-type: none"> • I can understand some of the terms used in crime and punishment. • I can find out about what the Romans believed about crime and punishment. • I can find out about different punishment methods that were popular during the Tudor period. • I can understand the experiences of Victorian 	World War 2	<p><i>Chronology</i> <i>Range and depth of historical knowledge</i> <i>Interpretations of history</i> <i>Historical Enquiry</i></p>	<p><u>Understand British, local world history</u></p> <ul style="list-style-type: none"> • I can explain why World War II began and order events from early World War II on a timeline. • I can describe what happened during some key events from World War II and order events on a timeline. <p><u>Note connections, contrasts and trends over time</u> <u>Address and devise historically valid questions (similarities,</u></p>	Ancient Greece	<p><i>Chronology</i> <i>Range and depth of historical knowledge</i> <i>Organisation and Communication</i></p>	<p><u>Understand British, local world history</u></p> <ul style="list-style-type: none"> • I can explain how and why empires grow. • I can explain the chronology of a timeline. <p><u>Note connections, contrasts and trends over time</u></p> <ul style="list-style-type: none"> • I can explain how the political system worked in Ancient Greece. • I can compare this system with other political systems. • I can compare different city-states and recall facts about the Battle of Marathon.

<p>Year 5/6</p>	<p>Crime and punishment</p>	<p><i>Range and depth of historical knowledge</i> <i>Interpretations of history</i> <i>Organisation and Communication</i></p>	<p>prisoners <u>Note connections, contrasts and trends over time</u> I can reflect on what I have learnt about the history of crime and punishment in Britain. • I can compare modern methods of crime prevention and detection with what existed in the past. <u>Address and devise historically valid questions (similarities, differences and significance)</u> • I can find out how the legal system worked in Anglo-Saxon</p>	<p>World War 2</p>	<p><i>Interpretations of history</i> <i>Historical Enquiry</i></p>	<p><u>differences and significance)</u> • I can describe how people’s diets were different during World War II and answer questions about the implementation of rationing. <u>Have informed responses involving thoughtful selection and organisation of relevant historical information.</u> • I can write a letter in role as an evacuee from World War II. • I can find out about women’s wartime jobs and describe what they entailed in detail. • I can explain</p>	<p>Ancient Greece</p>	<p><i>Organisation and Communication</i></p>	<p><u>Understand how our knowledge of the past is constructed from a range of sources and different versions of past may exist, giving some reasons for it</u> • I can learn about the past from sources including art. • I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. • I can use a range of sources to find out about the past and then present my findings.</p>
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Year 5/6	Crime and punishment	<i>Organisation and Communication</i>	<p>Britain.</p> <ul style="list-style-type: none"> • I can compare both the modern British and Roman justice system with that of the Anglo-Saxons. <p><u>Understand how our knowledge of the past is constructed from a range of sources and different versions of past may exist, giving some reasons for it</u></p> <ul style="list-style-type: none"> • I can find out about the life of Dick Turpin based on historical sources 	World War 2	<i>Historical Enquiry</i>	<p>what the Holocaust was and describe some events that happened.</p>	Ancient Greece		
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