



## St. Paul's Catholic Primary School History – Cycle A

### 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	<b>The Gunpowder Plot</b>	<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"> <li>• I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered.</li> <li>• I can find out about the main events of the Gunpowder Plot.</li> </ul> <u><i>Lives of significant individuals.</i></u> <u><i>Significant historical events, people and places. (some topics focusing on locality)</i></u> <ul style="list-style-type: none"> <li>• I can find out about Guy Fawkes.</li> <li>• I can understand some of the differences in how people such as Guy Fawkes</li> </ul>	<b>Toys</b>	<u><i>Chronology.</i></u>	<u><i>Changes within living memory</i></u> <ul style="list-style-type: none"> <li>• I can find out about toys today.</li> <li>• I can explain how we can find out about the past.</li> <li>• I can find out about toys in the past.</li> <li>• I can use sources to help ask and answer questions about toys from the past.</li> <li>• I can compare similar toys from different times.</li> <li>• I can compare</li> </ul>	<b>Travel and Transport</b>	<i>Range and depth of historical knowledge.</i> <i>Chronology</i> <i>Interpretations of history</i>	<u><i>Changes within living memory</i></u> <ul style="list-style-type: none"> <li>• I can find out the different ways in which travel and transport has changed from past to present.</li> <li>• I can compare travel and transport of the past, present and future.</li> </ul> <u><i>Events beyond living memory</i></u> <ul style="list-style-type: none"> <li>• I can find out about an early form of travel:</li> </ul>

<p><b>Year 1/2</b></p>	<p><b>The Gunpowder Plot</b></p>		<p>lived, compared with today</p> <ul style="list-style-type: none"> <li>• I can find out about what happened to the plotters after the Gunpowder Plot was discovered.</li> <li>• I can use parts of the Gunpowder Plot to show what I know and understand about it.</li> <li>• I can find out about how the Gunpowder Plot is remembered.</li> <li>• I can show what I have learnt about the Gunpowder Plot.</li> </ul>	<p><b>Toys</b></p>		<p>Victorian toys with modern toys.</p> <ul style="list-style-type: none"> <li>• I can recognise how toys have changed over time.</li> <li>• I can use words relating to the passing of time.</li> </ul>	<p><b>Travel and Transport</b></p>	<p>the Viking longboat.</p> <ul style="list-style-type: none"> <li>• I can find out about how cars have changed since they were invented.</li> <li>• I can understand how trains changed people's lives in the 19th century.</li> </ul> <p><u>Lives of significant individuals.</u></p> <p><u>Significant historical events, people and places.</u></p> <p><u>(some locally)</u></p> <ul style="list-style-type: none"> <li>• I can find out about George Stephenson's life and inventions.</li> <li>• I can find out about the different ways that humans have tried to fly throughout history.</li> <li>• I can find out about the</li> </ul>
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									Wright brothers and the invention of the aeroplane.
<b>Year 3/4</b>	<b>The Stone Age to the Iron Age</b>	<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><i>Understand British, local world history</i></u> • I can understand what copper mining meant to the people of the Bronze Age. <u><i>Note connections, contrasts and trends over time</i></u> • I can understand how and why hillforts were developed in the Iron Age. <u><i>Address and devise historically valid questions (similarities, differences and significance)</i></u> • I can understand what was found at Skara Brae and why it is important. <u><i>Have informed responses involving thoughtful selection and organisation of relevant historical information</i></u> • I can understand what humans needed for survival in the Stone Age. <u><i>Understand how our knowledge of the past is constructed from a range of sources and different</i></u>	<b>The Romans</b>	<i>Chronology</i> <i>Interpretations of history</i> <i>Historical Enquiry</i>	<u><i>Understand British, local world history</i></u> • I can explain the spread of the Roman empire and recall key facts about the invasion of Britain. <u><i>Address and devise historically valid questions (similarities, differences and significance)</i></u> • I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. <u><i>Have informed responses involving thoughtful selection and</i></u>	<b>The Anglo-Saxons and Scots</b>	<i>Chronology</i> <i>Interpretations of history</i> <i>Historical Enquiry</i> <i>Organisation and Communication</i>	<u><i>Understand British, local world history</i></u> • I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. <u><i>Address and devise historically valid questions (similarities, differences and significance)</i></u> • I can explain the work of some of the

<p><b>Year 3/4</b></p>	<p><b>The Stone Age to the Iron Age</b></p>	<p><i>Organisation and Communication</i></p>	<p><i>versions of past may exist, giving some reasons for it</i></p> <ul style="list-style-type: none"> <li>• I can understand how evidence about Stonehenge can give us different answers about the past.</li> <li>• I can understand how evidence about Druids can give us different answers about the past.</li> </ul>	<p><b>The Romans</b></p>	<p><i>Chronology</i> <i>Interpretations of history</i> <i>Historical Enquiry</i></p>	<p><i>organisation of relevant historical information</i></p> <ul style="list-style-type: none"> <li>• I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.</li> <li>• I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> <li>• I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</li> <li>• I can explain what the Roman baths were and know about the different amenities they</li> </ul>	<p><b>The Anglo-Saxons and Scots</b></p>	<p><i>Interpretations of history</i> <i>Historical Enquiry</i> <i>Organisation and Communication</i></p>	<p>people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. <i>Have informed responses involving thoughtful selection and organisation of relevant historical information</i></p> <ul style="list-style-type: none"> <li>• I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.</li> <li>• I can describe a typical Anglo-</li> </ul>
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						contained.		<p><b>The Anglo-Saxons and Scots</b></p> <p><i>Historical Enquiry Organisation and Communication</i></p>	<p>Saxon village and explain what jobs the people did.</p> <ul style="list-style-type: none"> <li>• I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.</li> </ul> <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"> <li>• I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture.</li> </ul>
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<b>Year 5/6</b>	<b>Ancient Egypt</b>	<p><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></p>	<p><u>Understand British, local world history</u>  <ul style="list-style-type: none"> <li>I can find out about ancient Egyptian life by looking at artefacts.</li> </ul> <p><u>Note connections, contrasts and trends over time</u>  <ul style="list-style-type: none"> <li>I can compare and contrast the Egyptian writing with my own.</li> </ul> <p><u>Address and devise historically valid questions (similarities, differences and significance)</u>  <ul style="list-style-type: none"> <li>I can understand what was important to people during ancient Egyptian times.</li> </ul> <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical information</u>  <ul style="list-style-type: none"> <li>I can understand and explain the ancient Egyptian ritual of mummification</li> <li>I can compare and contrast the powers of different Egyptian gods.</li> </ul> </p></p></p></p>	<b>Maya Civilisation</b>	<p><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></p>	<p><u>Understand British, local world history</u>  <ul style="list-style-type: none"> <li>I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</li> </ul> <p><u>Note connections, contrasts and trends over time</u>  <ul style="list-style-type: none"> <li>I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</li> </ul> <p><u>Address and devise historically valid questions (similarities, differences and significance)</u>  <ul style="list-style-type: none"> <li>I can explain</li> </ul> </p></p></p>	<b>Entertainment and Leisure</b>	<p><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></p>	<p><u>Understand British, local world history</u>  <ul style="list-style-type: none"> <li>I can understand how and why football changed over the 20th century.</li> </ul> <p><u>Note connections, contrasts and trends over time</u>  <ul style="list-style-type: none"> <li>I can understand how young people's lives were different in the 1960s compared with today.</li> </ul> <p><u>Address and devise historically valid questions (similarities, differences and significance)</u></p> </p></p>

<p><b>Year 5/6</b></p>	<p><b>Ancient Egypt</b></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></p> <ul style="list-style-type: none"> <li>• I can understand how evidence can give us different answers about the past.</li> </ul>	<p><b>Maya Civilisation</b></p>	<p><i>Historical Enquiry Organisation and Communication.</i></p>	<p>what the Mayan writing system consists of, how words are constructed and what codices are.</p> <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical</u></p> <ul style="list-style-type: none"> <li>• I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</li> <li>• I can understand how the Maya number system works</li> </ul> <p><u>Understand how our knowledge of the past is constructed from a range of sources and different versions of past may exist,</u></p>	<p><b>Entertainment and Leisure</b></p>	<p><i>Interpretations of history Historical Enquiry Organisation and Communication</i></p>	<ul style="list-style-type: none"> <li>• I can understand how cinema changed over the 20th century</li> <li>• I can understand why Holiday Camps became popular in Britain.</li> </ul> <p><u>Have informed responses involving thoughtful selection and organisation of relevant historical information</u></p> <ul style="list-style-type: none"> <li>• I can see how changes in 20th century technology affect our lives today.</li> </ul> <p><u>Understand how our knowledge of the past is constructed from a range of sources and different versions of past may exist,</u></p>
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<p><b>Year 5/6</b></p>				<p><b>Maya Civilisation</b></p>	<p><i>Organisation and Communication.</i></p>	<p><i>giving some reasons for it</i></p> <ul style="list-style-type: none"> <li>• I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.</li> </ul>	<p><b>Entertain ment and Leisure</b></p>	<p><i>Organisation and Communicatio n</i></p>	<p><i>giving some reasons for it</i></p> <ul style="list-style-type: none"> <li>• I can understand how important television has been to British people.</li> </ul>
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