

St. Paul's Catholic Primary School History – Cycle A Progression of skills and knowledge through Key Stages 1 & 2

Year		Autu	ımn		Spring			Summer	
	Topic	Skills	Knowledge	Topic	Skills	Knowledge	Topic	Skills	Knowledge
1/2	The	Range and depth	Events beyond living	Toys	Chronology.	Changes within	Travel	Range and	Changes within
	Gunpowder	of historical	<u>memory</u>			living memory	and	depth of	living memory
	Plot	knowledge	• I can find out about how			 I can find out 	Transport	historical	• I can find out
		Interpretations of	the Gunpowder Plot			about toys today.		knowledge.	the different
		history	started and some of the			 I can explain 		Chronology	ways in which
			problems the plotters			how we can find		Interpretations	travel and
			encountered.			out about the		of history	transport has
			 I can find out about the 			past.			changed from
			main events of the			 I can find out 			past to
			Gunpowder Plot.			about toys in the			present.
			<u>Lives of significant</u>			past.			• I can
			<u>individuals.</u>			• I can use			compare travel
			<u>Significant historical</u>			sources to help			and transport
			events, people and places.			ask and answer			of the past,
			(some topics focusing on			questions about			present and
			<u>locality)</u>			toys from the			future.
			• I can find out about Guy			past.			Events beyond
			Fawkes.			 I can compare 			living memory
			• I can understand some of			similar toys from			 I can find out
			the differences in how			different times.			about an early
			people such as Guy Fawkes			• I can compare			form of travel:

		Direct concensed with the train		Mistanian taun		Ale a Milatina
		lived, compared with today		Victorian toys		the Viking
		I can find out about what		with modern		longboat.
		happened to the plotters		toys.		• I can find
		after the Gunpowder Plot		• I can recognise		out about how
		was discovered.		how toys have		cars have
		• I can use parts of the		changed over		changed since
	_	Gunpowder Plot to show		time.	_	they were
Year	The	what I know and	Toys	• I can use words	Travel	invented.
1/2	Gunpowder	understand about it.		relating to the	and	• I can
	Plot	• I can find out about how		passing of time.	Transport	understand
		the Gunpowder Plot is				how trains
		remembered.				changed
		• I can show what I have				people's lives
		learnt about the				in the 19th
		Gunpowder				century.
		Plot.				<u>Lives of</u>
						<u>significant</u>
						<u>individuals.</u>
						<u>Significant</u>
						<u>historical</u>
						events, people
						and places.
						<u>(some locally\0</u>
						 I can find out
						about George
						Stephenson's
						life and
						inventions.
						 I can find out
						about the
						different ways
						that humans
						have tried to
						fly throughout
						history.
						• I can find out
						about the

									Wright brothers and the invention of the aeroplane.
Year	The Stone	Chronology	Understand British, local	The	Chronology	<u>Understand</u>	The	Chronology	<u>Understand</u>
3/4	Age to the	Range and depth	world history	Romans	Interpretations of	<u>British, local</u>	Anglo-	Interpretations	<u>British, local</u>
	Iron Age	of historical	 I can understand what 		history	world history	Saxons	of history	world history
		knowledge	copper mining meant to		Historical Enquiry	I can explain the	and Scots	Historical	• I can
		Interpretations of	the people of the Bronze			spread of the		Enquiry	describe why,
		history	Age.			Roman empire		Organisation	where and
		Historical Enquiry	Note connections, contrasts			and recall key		and	when the Scots
		Organisation and	and trends over time			facts about the		Communicatio	and Anglo-
		Communication	 I can understand how 			invasion of		n	Saxons
			and why hillforts were			Britain.			invaded
			developed in the Iron Age.			Address and			Britain,
			Address and devise			<u>devise historically</u>			describe a key
			historically valid questions			valid questions			historical
			(similarities, differences			(similarities,			character from
			and significance)			<u>differences</u> and			the time and
			I can understand what			<u>significance</u>			explain what
			was found at Skara Brae			• I can			the seven
			and why it is important.			understand how			Anglo-Saxon
			<u>Have informed responses</u>			the Roman			kingdoms
			involving thoughtful			empire affected			were.
			<u>selection and organisation</u>			different people			Address and
			of relevant historical			and how they felt			<u>devise</u>
			<u>information</u>			and reacted to			<u>historically</u>
			I can understand what			the changes that			<u>valid questions</u>
			humans needed for			were being made.			(similarities,
			survival in the Stone Age.			Have informed			differences and
			<u>Understand how our</u>			<u>responses</u>			<u>significance)</u>
			knowledge of the past is			involving			• I can explain
			constructed from a range			thoughtful			the work of
			of sources and different			<u>selection and</u>			some of the

Year 3/4	The Stone Age to the Iron Age	Organisation and Communication	versions of past may exist, giving some reasons for it I can understand how evidence about Stonehenge can give us different answers about the past. I can understand how evidence about Druids can give us different answers about the past.	The Romans	Chronology Interpretations of history Historical Enquiry	organisation of relevant historical information 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. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. I can explain what the Roman baths were and know about the different amenities they	The Anglo- Saxons and Scots	Interpretations of history Historical Enquiry Organisation and Communication	people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. Have informed responses involving thoughtful selection and organisation of relevant historical information • I can understand how the Anglo- Saxons have influenced Britain by explaining some of the place names they established and their meanings. • I can describe a typical Anglo-
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		I	o o mato i mo o d			Coverville
			contained.			Saxon village
						and explain
						what jobs the
						people did.
						• I can explain
						the religious
						beliefs and
				The	Historical	practices of
				Anglo-	Enquiry	the early
				Saxons	Organisation	Anglo-Saxon
				and Scots	and	people and I
					Communicatio	know and can
					n	describe some
						of the gods
						they
						worshipped.
						<u>Understand</u>
						how our
						knowledge of
						the past is
						<u>constructed</u>
						<u>from a range</u>
						of sources and
						<u>different</u>
						versions of
						past may exist,
						giving some
						reasons for it
						I can analyse
						and describe
						Anglo-Saxon
						artefacts and
						explain what
						they can teach
						us about Anglo
						Saxon culture.

Year	Ancient	Chronology	Understand British, local	Maya	Chronology	<u>Understand</u>	Entertain	Chronology	<u>Understand</u>
5/6	Egypt	Range and depth of historical	world history I can find out about	Civilisation	Range and depth of historical	British, local world history	ment and Leisure	Range and depth of	British, local world history
		knowledge	ancient Egyptian life by		knowledge.	• I can discover		historical	• I can
		Interpretations of	looking at artefacts.		Interpretations of	facts about the		knowledge	understand
		history	Note connections, contrasts		history,	Maya civilisation		Interpretations	how and why
		Historical Enquiry	and trends over time		Historical Enquiry	and explain who		of history	football
		Organisation and	I can compare and		Organisation and	the Maya people		Historical	changed over
		Communication	contrast the Egyptian		Communication.	were and when		Enquiry	the 20th
			writing with my own.			and where in the		Organisation	century.
			Address and devise			world they lived.		and	<u>Note</u>
			historically valid questions			Note connections,		Communicatio	<u>connections,</u>
			(similarities, differences			<u>contrasts and</u>		n	<u>contrasts and</u>
			and significance			trends over time			trends over
			• I can understand what			• I can describe a			<u>time</u> • L can
			was important to people			range of foods that were eaten			• I can understand
			during ancient Egyptian times.			by the ancient			how young
			Have informed responses			Maya people and			people's lives
			involving thoughtful			explain why			were different
			selection and organisation			certain foods			in the 1960s
			of relevant historical			were particularly			compared with
			information			significant.			today.
			I can understand and			Address and			Address and
			explain the ancient			devise historically			devise
			Egyptian ritual of			valid questions			historically
			mummification			(similarities,			valid questions
			I can compare and			differences and			<u>(similarities,</u>
			contrast the powers of			<u>significance</u>			differences and
			different Egyptian gods.			• I can explain			<u>significance</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 I can understand how			what the Mayan writing system consists of, how words are constructed and what codices are.			• I can understand how cinema changed over the 20th century • I can
Year	Ancient	Organisation and	evidence can give us	Maya	Historical Enquiry	Have informed	Entertain	Interpretations	understand
5/6	Egypt	Communication	different answers about	Civilisation	Organisation and	<u>responses</u>	ment and	of history	why Holiday
			the past.		Communication.	<u>involving</u>	Leisure	Historical	Camps became
						<u>thoughtful</u>		Enquiry	popular in
						selection and		Organisation	Britain.
						organisation of		and	Have informed
						<u>relevant historical</u>		Communicatio	<u>responses</u>
						• I can explain the		n	<u>involving</u>
						religious beliefs			<u>thoughtful</u>
						of the Maya			selection and
						people,			organisation of
						understand how			<u>relevant</u>
						they worshipped, name some of the			historical
						main gods and			informationI can see how
						know what they			changes in
						represented to			20th century
						the people.			technology
						• I can			affect our lives
						understand how			today.
						the Maya number			Understand
						system works			how our
						<u>Understand how</u>			knowledge of
						our knowledge of			the past is
						the past is			constructed
						constructed from			<u>from a range</u>
						a range of			of sources and
						sources and			<u>different</u>
						different versions			versions of
						of past may exist,			past may exist,

				giving some reasons for it I can identify and use a range of evidence			giving some reasons for it I can understand how important
				sources to help			television has
				me understand			been to British
Year		Maya	Organisation and	more about the	Entertain	Organisation	people.
5/6		Civilisation	Communication.	Maya civilisation.	ment and	and	
					Leisure	Communicatio	
						n	