

St Joseph's History Key Stage NC Progression



	Areas of Study	Key Skills	Key Vocabulary
EYFS	Key skills to be addressed through a range of topics across EYFS.	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain • Look closely at similarities and differences, patterns and change. • Questions why things happened and give explanations. • Know about similarities and differences between themselves and others, and among families, communities and traditions. • Recognise and describe special times or events. 	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

<p>Year One</p>	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [dinosaur fossils, the Great Fire of London, Bonfire Night] • The lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning). Some should be used to compare aspects of life in different periods (Neil Armstrong and Tim Peake) 	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> • Year, decade, century, long ago, ancient, modern, timeline, living memory, memories, chronological order, time period, past, significant, events, artefact, similarities, differences, historian <p>See vocabulary for each focused topic area</p>
<p>Year Two</p>	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (castles) • Significant historical events, people and places in their own locality (Ramsbottom history including Peel Tower). • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (changes to our school). • The lives of significant individuals in the past who have contributed to national and international 	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • Year, decade, century, long ago, ancient, modern, timeline, living memory, memories, chronological order, time period, past, significant, events, artefact, similarities, differences, historian • See vocabulary for each focused topic area

	<p>achievements (Grace Darling, significant sports people). Some should be used to compare aspects of life in different periods (Captain Cook and other sea explorers)</p>	<ul style="list-style-type: none"> • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented 	
Year Three	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • Pompeii (short study) • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • Time period, chronological order, change, cause, similarities, difference, significance, sources, connections, contrasts, importance, effects, first hand evidence, second hand evidence, artefacts, empire, civilizations <p>See vocabulary for each focused topic area</p>
Year Four	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Native Americans (short study) • Britain's settlement by Anglo-Saxons and Scots the Viking and 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives 	<ul style="list-style-type: none"> • Time period, chronological order, change, cause, similarities, difference, significance, sources,

	<p>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>within and across the periods they study.</p> <ul style="list-style-type: none"> • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<p>connections, contrasts, importance, effects, first hand evidence, second hand evidence, artefacts, empire, civilizations</p> <ul style="list-style-type: none"> • See vocabulary for each focused topic area
<p>Year Five</p>	<ul style="list-style-type: none"> • A local history study • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors) 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve 	<ul style="list-style-type: none"> • Time period, chronological order, change, cause, similarities, difference, significance, sources, connections, contrasts, importance, effects, first hand evidence, second hand evidence, artefacts, archaeologists, empire, civilizations <p>See vocabulary for each focused topic area</p>

		<p>thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> • They should understand how our knowledge of the past is constructed from a range of sources. 	
Year Six	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Titanic/WW2) • A non-European society that provides contrasts with British history (Mayan civilization c. AD 900) 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • Time period, chronological order, change, cause, similarities, difference, significance, sources, connections, contrasts, importance, effects, first hand evidence, second hand evidence, artefacts, empire, civilizations • See vocabulary for each focused topic area