

Our Lady of Perpetual Succour Catholic Academy History Curriculum
Progression of Knowledge, Skills and Vocabulary Foundation to Year 6

EYFS- Nursery			
30-50m- People and communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends and family. 		
30-50m- The world (in addition 40-60m see below)	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time 		
	Autumn: Myself	Spring: Chinese New Year and Easter	Summer: People that help us
Knowledge, Vocabulary and Skills	<p>30-50m: To talk about special people in my family and events that I have experienced.</p> <p>To know we are all babies and then toddlers and then school children and adults.</p>	<p>30-50m: To talk about my own self and compare it with traditions of others around the world (Chinese New Year and Easter)</p> <p>To know there are days, months and years that get by linked to Chinese New Year.</p>	<p>30-50m: To talk about what family members do for a job, nurse, hairdresser</p> <p>To talk about what a doctor, nurse, vet, fireman, postman and teacher does to help us.</p>
EYFS- Reception			
40-60m- The World	<ul style="list-style-type: none"> To look closely at the similarities, differences, patterns and change. 		
ELG- People and communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and the lives of family members To know about similarities and differences between themselves and others, and among families, communities and traditions. 		
ELG- The world	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 		
	Autumn:	Spring:	Summer:
Knowledge, Vocabulary and Skills	<p>40-60m: To talk about myself and my family and share what we did at the weekend with my friends.</p> <p>To discuss and identify key events in my own life and why they were important to me, e.g. my birthday and how I celebrated it</p>	<p>40-60m – ELG: To know about different occupations and how these people help us in the present day.</p> <p>To talk about what a doctor, nurse, vet, fireman, postman and teacher does to help us.</p>	<p>ELG: To talk about my own self and compare it with traditions of others around the world</p>
Year 1			

	Autumn: Famous people – Florence Nightingale	Spring: Beyond Living Memory – The Titanic	Summer: Living Memory - toys
Knowledge, Vocabulary and Skills	<p>Sequence the life of Florence Nightingale in chronological order, knowing she was born on 12th May 1820 and died on 13th August 1910.</p> <p>Retell how Florence Nightingale contributes to natural history, knowing that she was a nurse known as ‘the lady with the lamp’ because she cared for people in the night holding a lamp. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals. Children will know that she looked after patients who were soldiers in the war. founder</p> <p>Compare Victorian day hospitals to modern day hospitals, knowing that in the past soldiers often died in hospitals because they were overcrowded, smelly and infections and diseases occurred. Children will know that now hospitals are cleaner with proper beds and space.</p> <p>Find answers to what Florence Nightingale was like as a person, knowing that her actions showed she was courageous, determined and kind.</p>	<p>Sequence the events of the Titanic, knowing that the Titanic sailed on April 10th in 1912 from Southampton to New York and sank on April 14th 1912. Atlantic</p> <p>Retell how the Titanic was built and the features it had, knowing that there were four large funnels on the ship. staterooms, propellers</p> <p>Compare the similarities and differences between life on board the Titanic for different people, knowing that there were some very rich passengers on board the ship in first class but also many poorer passengers in second and third class. Crew members</p> <p>Find answers to why the Titanic sank. Know that the captain was Edward J Smith who had 43 years of experience of sailing ships. Children will also know that none of the musicians who kept on playing whilst the Titanic sank survived the disaster. iceberg, lifeboat</p>	<p>Sequence toys into chronological order throughout history by observing how toys have changed over time, knowing that in the past toys were not made electronically. Children will look at toys from the past, toys from the 90s and toys from when they were born.</p> <p>Retell similarities and differences between ways of life as a child in the Victorian times and now by learning about Victorian toys. Children will know that about 100 years ago most children would have been working in a full-time job usually in a workhouse by the time they were 12 years old. Children will know that the most popular games played by children years ago were marbles, hopscotch, blind man’s bluff, blow football, snakes and ladders, ludo and skipping.</p> <p>Compare toys from different periods, knowing that in the past there were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read. They will know that similar toys have been around for a long time such as crayons, teddy bears and construction sets.</p> <p>Find answers to what materials toys throughout the decades are made out of, knowing that in the past toys were often made from wood and now there are more electronic toys.</p>
	Year 2		
	Autumn: Mary Anning	Spring: Great Fire of London	Summer: Victorians

Knowledge, Vocabulary and Skills

Describe key events of the life of **Mary Anning** in **chronological** order.

Knowing about her childhood, love of **fossils**, selling them, discovering the first fossil of an **Ichthyosaur** dinosaur, meeting **Elizabeth Philpott** and becoming famous for her discoveries after she had died.

Identify and **select** important information about Mary's life and know which events changed her life – **discovering fossils, Ichthyosaur skeleton, meeting Elizabeth Philpott**

Compare and **discuss** the work of **Mary Anning** and **Elizabeth Philpott** - **Paleontologist**

Use sources to **compare** the impact of Mary Anning's discovery today – **China, ambopteryx**

Describe how the fire started and **spread** across **London** – **bakery, Pudding Lane, timber houses, dry Summer, wind, no fire service** and **narrow streets**.

Identify and **select** ways in which London changed and was **rebuilt** after the great fire – **brick houses, wider streets, fire service**

Compare and **discuss** the **similarities** and **differences** between life now and in 1666 – **wooden houses, narrow streets, thatched rooves, hay, straw, fire service**.

Use sources of evidence from **eyewitness accounts** – **Samuel Pepys** and **King Charles II**

Describe how life was different for a child in Victorian times and know that many children **worked full time** by the time they were 12 years old and that conditions in the **workhouses** were very **unpleasant**.

Discuss how School in Victorians times was different to now. Know that many poor children didn't attend school and only the **fortunate** ones did.

Identify different objects used in the school room (**bibles, counting equipment, blackboard, reading books**) and **select** those that are still used today. Know that there were fewer books and very few poor children would know how to read.

Compare a day in the life of a Victorian child and discuss how it is different from a child today - **no television, internet, mobile phones or electronic games, no take away food. Children played similar games such as football, hopscotch, marbles, hoopla.**

Use a range of **sources** (pictures, photographs, artefacts) to **compare** similarities and differences between school then and now for a Victorian child - **used slates and ink, learning by rote, sat in rows, very strict, similar playground games.**

Year 3

Autumn: Ancient Greece

Spring: Stone Age Britain

Summer: The Jesse Boot Company

Knowledge, Vocabulary and Skills	<p>Evaluate how artefacts provide evidence to archaeologists of the Greek Empire</p> <p>Sequence a chronology of the Grecian Empire up to the Roman Invasion - including the first Olympics, the classical period, the Battle of Marathon.</p> <p>Use sources to understand the significance of the Battle of Marathon</p> <p>Recognise the impact of Ancient Greece on modern Europe – democracy, theatres, the Olympics, philosophy, architecture</p>	<p>Know historical terms to sequence periods in Early British civilisation – Palaeolithic, Mesolithic and Neolithic times</p> <p>Use sources to understand the significance of different roles in society – hunter gatherers, druid, tribal, copper child, farmers</p> <p>Develop a historical knowledge of the history of Skara Brae/Stonehenge and their historic significance today.</p>	<p>Establish a clear narrative of Jesse Boot as one of Nottingham’s leading entrepreneurs and philanthropists</p> <p>Evaluate the impact of Jesse Boot’s investment in Nottingham - scientist, knighthood, Nottingham University, company expansion employment</p> <p>Use sources to compare and contrast life in Nottingham during the 19th century with modern living today– chemist poverty, medical services (NHS), ointment, remedies.</p>
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Year 4

Rotten Romans	Ancient Egyptians
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Knowledge, Vocabulary and Skills	<p>Construct the growth of the Roman Empire on a timeline, identifying it begun in 753 BC and ended in 27 BC.</p> <p>Know that Julius Caesar attempted to invade Britain but wasn’t successful. Know that after this, Claudius invaded and conquered Britain successfully.</p> <p>Use evidence to identify the hierarchy in Roman times. Know what slaves, governors, farmers, traders and Picts did in Roman society.</p> <p>Recognise the impact of Roman life on life today, explaining the invention and use of the hypocaust heating system. Know how Roman roads were constructed and know that this helped them gain more power.</p> <p>Examine sources to build a picture of Boudicca’s rebellion. Know she rebelled because of Prastagus’ deal with Iceni tribe being broken, that her untrained but large army won the battle of Colchester but were later defeated due to their lack of fighting skill.</p>	<p>Place the period of the Egyptians on a timeline. Knowing it 3100 BC and finished in 30 BC with the death of Cleopatra.</p> <p>Choose relevant material to present a picture of Egyptian life. Know they wrote in hieroglyphics. Know the importance of the Pyramids of Giza</p> <p>Examine the different Gods and Goddesses and explain their importance to Egyptian people. Know that Ra was the most important God. Know that these Gods could be part-human and animal. Know that the Egyptians believed in an after-life.</p> <p>Use texts books and historical knowledge to explain each stage of mummification. Know what a canopic jar is.</p>
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Year 5

Anglo-Saxons	WW2
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Knowledge, Vocabulary and Skills

Compare events in relation to the **Anglo-Saxons**, knowing that

Evaluate key social aspects and behaviors such as jobs (**jewelers, blacksmiths** etc.), education and entertainment, knowing that the Anglo-Saxons were **farmer-warriors** who were self-sufficient, making homes for themselves and catching their own food with self-made **tools**. Roman Britain 'ended' when the Anglo-Saxons travelled across the **North Sea** and in turn, their **reign** was ended during the **defeat** at the **Battle of Hastings**.

Reason with different sources of evidence, knowing that there were varying **opinions** and recounts from different groups (**Angles, Saxons, Jutes or Vikings**). Children will know that, although the Anglo-Saxons were not particularly aggressive, they were **invasive**, and this angered the British people who were proud of their fertile land.

Use primary and secondary resources to build up a picture of life for Anglo-Saxons, knowing that they had to use bellows to create fire because electricity hadn't been invented yet. Know that **primary resources** are artefacts from the time period and that **secondary resources** are items created 'later'.

Understand that **WW2** started in 1939 and ended in 1945 when Neville Chamberlain **declared** war on Germany after Adolf Hitler refused to leave Poland.

Recognise that Britain helped Poland, knowing that they were **allies** (along with many other countries), whilst Germany, Italy and Japan were the **axis powers**.

Compare events in relation to this WW2, knowing that **WW1** started in 1914 and ended in 1918 when the **Treaty of Versailles** was signed.

Examine the causes of WW2, knowing that countries were obliged to get involved because of their **military duty** to other countries. In turn, study the **impact** that it had on **society**, knowing that 61 countries and 1.7 billion people were involved both on the **front line** and **the home front**.

Reason with different sources of evidence from **Holocaust** survivors and those who wrote in the **concentration camps**.

Use primary and secondary resources to build up a picture of life during WW2 (both at home and in the **trenches**), knowing that life was difficult and **rations** meant that the sparse food and luxuries were given out fairly – if at all.

Year 6

Autumn: Islamic Civilisation

Spring:

Summer: Vikings

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<p>Order events on a timeline showing an understanding of how dates work in order</p> <p>Discover and explain how the House of Wisdom was a library and attracted scholars from all around the world to translate texts</p> <p>Link and consider different sources of evidence and draw conclusions from them about the importance of the House of Wisdom</p> <p>To show understanding of different points of view about the new city of Baghdad becoming the capital city.</p> <p>To explain how Baghdad was the world centre of culture during the golden age of Islam</p> <p>To suggest and gather knowledge about how our lives today have been impacted by Islamic civilisation – including the way we write numbers, use of paper rather than papyrus or parchment</p>	<p>Use relevant dates and events from Viking times to create a timeline – invasion, Danelaw, Lindisfarne, showing understanding of these key events.</p> <p>Explore characteristics of lifestyles in Viking times and understand that not all vikings were warriors.</p> <p>Investigate the living and work conditions for men, women, rich and poor. Know the land they lived on was called Danelaw</p> <p>Notice and draw conclusions about the similarities and differences to life today. alphabet (runes) houses, jobs</p> <p>To confidently use the library and internet to research key aspects of the time including longships and how they were designed to go in shallow water</p> <p>To know that vikings were pagans and often looted monasteries</p> <p>To bring knowledge from different sources together to make a presentation.</p> <p>To use map skills to see where York (Jorvik) is and know it was the most important Viking city in Britain</p>
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