

### St Patrick's History Curriculum Progression Map

<p><b>Statutory Framework for the EYFS</b></p> <p><b>ELG: Understanding the World - Past and Present</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ Talk about the lives of the people around them and their roles in society;</li> <li>♣ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>♣ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: Understanding the World - People, Culture and Communities</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>♣ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>♣ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>Below, we outline how we meet and go beyond the requirements</b></p>	<p><b>National Curriculum Subject Content for Key Stage 1:</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>♣ changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>♣ the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</li> <li>♣ significant historical events, people and places in their own locality</li> </ul> <p><b>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 1</b></p>	<p><b>National Curriculum Subject Content for Key Stage 2:</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>♣ changes in Britain from the Stone Age to the Iron Age</li> <li>♣ the Roman Empire and its impact on Britain</li> <li>♣ Britain's settlement by Anglo-Saxons and Scots</li> <li>♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>♣ a local history study</li> <li>♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>♣ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul> <p><b>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2</b></p>
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Key Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Now, next today, yesterday, tomorrow, before, after, baby, home, car, road, candle, clothes, Christmas, Easter, birthday, Church	When, then, past, change, grow up, adult, grow, house, flat, bus, train, aeroplane, electricity, celebrate, party	<u>Language related to time</u> A long time ago, future, last week, past, present, timeline, X years ago, decade	<u>Language related to time</u> Century, hours, last year, weeks, years	<u>Language related to time</u> After common era (ACE), Before common era (BCE), Anno Domini (AD), Before Christ (BC), centuries (e.g. the use of the 'nineteenth century'), chronology, chronological, era, period, pre-, post			
		<u>Toys Past and Present</u> Different, similar, same, old, new, recent, young, museum, artefact	<u>Great fire of London</u> Samuel Pepys, modern, flammable, ignite, burn, 1666, parliament, Pudding Lane, eyewitness,	<u>Prehistoric Britain Stone Age to the Iron Age</u> Prehistory, homosapiens, neanderthal, archaeologist, Palaeolithic, Mesolithic, Neolithic, settlement, Starrcarr, Bronze Age, Iron Age, Stone Age	<u>Early Civilisations</u> Civilisation, society, trade, permanent settlement, ruler, architecture, Ancient Sumer, Shang Dynasty, Indus Valley	<u>The Mayans</u> Mesoamerica, constitutional monarchy, democracy, absolute monarchy, afterlife, glyphs, codices, haab	<u>Ancient Greeks</u> Polis, Athens, state, democracy, Olympians, Greek myth, God / Goddess
		<u>Intrepid Explorers</u> Explorer, alive,		<u>Ancient Egyptians</u> Ancient, modern, River	<u>Anglo-Saxons, Picts and</u>	<u>Shang Dynasty</u> Dynasty, oracle bones, excavate, diviner, sacrifice, pictograph	<u>Britain since 1948</u> strike, inflation, racism, emigration,
					<u>Vikings vs Anglo-Saxons</u> Anglo-Saxon, Vikings, kingdom, colonise,		

	<p>hundreds, rich, poor, servant, voyage, sailor, invention, astronaut, compare</p> <p><b>Castles</b> King, queen, knight, motte and bailey, keep and bailey, keep, fort, battlements, tower, moat, portcullis, siege</p>	<p>evidence, sources</p> <p><b>Childhood Then and Now</b> Popular, detached, semi-detached, terraced, flats, bungalow, mobile home, caravan, houseboat, modern</p> <p><b>The Beatles</b> Paul McCartney, The Beatles, national, international, achievement, significant, global</p>	<p>Nile, embalming, hieroglyphics, Tutankhamun, Howard Carter, pyramid, tomb, burial site</p> <p><b>Invaders and Settlers</b> Invade, settle, Julius Caesar, Celts, Roman, Boudicca, revolt, Emperor</p>	<p><b>Scots</b> Sutton Hoo, Anglo-Saxon, Picts, Scots, Beowulf, Lindisfarne, Pagan, convert</p>	<p>Danelaw, Alfred the Great, Battle of Hastings, William the Conqueror</p>	<p>immigration, immigrant, industry, primary source, secondary source, reliability, equality, government</p>
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**Significant Figures within History and planned Enrichment Opportunities**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Older members our own families and school community</b></p>	<p><b>Older members our own families and school community</b></p>	<p><b>Richard Steiff, Christopher Columbus &amp; Neil Armstrong, King Richard II</b></p>	<p><b>Samuel Pepys, Older members our own families and school community, Paul McCartney</b></p>	<p><b>Kathy Schick, Howard Carter, Boudicca</b></p>	<p><b>Alexander the Great Pakal the Great Rædwald of East Anglia</b></p>	<p><b>Aristotle Wu Ding Leif Erikson</b></p>	<p><b>Robert Peel Margaret Thatcher Harvey Lonsdale Elmes &amp; Robert Rawlinson</b></p>
<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>	<p>Examples of further History enrichment:</p>
<p>St Patrick's Church Toxteth Library</p>	<p>St Patrick's Church Toxteth Library</p>	<p>A visitor to talk about toys from the past. Museum of Liverpool Toys from the past</p>	<p>Beatles bus tour</p> <p>Black History month activities</p>	<p>Outback2Basics caveman. Prehistory museum of Liverpool trail Ancient Egypt Gallery World Museum Chester Roman ruins</p>	<p>Mayans Cadbury's World</p> <p>Black History month activities</p>	<p>Invaders – Anglo-Saxons and Vikings Museum of Liverpool</p>	<p>St George's Hall Beatles Museum</p>
<p>Black History month activities</p>	<p>Black History month activities</p>	<p>Black History month activities</p>	<p>International week celebrations</p>	<p>Black History month activities</p>	<p>International week celebrations</p>	<p>Black History month activities</p>	<p>Black History month activities</p>
<p>International week celebrations</p>	<p>International week celebrations</p>	<p>International week celebrations</p>		<p>International week celebrations</p>		<p>International week celebrations</p>	<p>International week celebrations</p>

	<b>Chronological Understanding</b>	<b>Knowledge and Understanding: Past Events, People and Changes</b>	<b>Historical Interpretation</b>	<b>Historical Enquiry</b>	<b>Organisation and communication</b>
<b>Nursery</b>	Begin to describe a sequence of events.	Understand and talk about immediate past and future.	Engage in conversations about stories.	Use a variety of questions (what / where / who)	Talk with pictures and objects to support.
<b>Reception</b>	Sequence events experienced in the past year.	Know some similarities and differences between things in the past and now.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Recall and discuss stories and information.	Ask questions (who / what / when / how / why) Describe events in some detail. Offer explanations for why things might happen.	Talk and sometimes draw with pictures and objects to support.
<b>Year 1</b>	Sequence events within their lifetime.  Match objects to people of different ages.  Use common words and phrases related to the passing of time.	Recognise the difference between past and present in their own and other people's lives.  Recall some facts about people / events before living memory.	Use pictures, stories and adults talking to find out about the past.	Find answers to some simple questions about the past from simple sources of information.	Sort events or objects into groups e.g. 'then' and 'now'.  Use simple ways of recording their learning about the past e.g. talk, write or telling stories.
<b>Year 2</b>	Recount changes in own life over time.  Understand how to put people, events and objects in order of when they happened using a scale given to them.  Use past and present when telling others about an event.	Look at evidence to explain reasons why people in the past may have acted in the way they did.  Describe the differences between then and now.  Describe significant individuals from the past.	Look at and use books, pictures, stories, artefacts, eyewitness accounts etc to find out about the past.	Look carefully at pictures or objects to find information about the past.  Identify different ways in which the past is represented and ask questions about the past such as "what was it like for a...?", "how long ago did ... happen?"	Communicate ideas about people, objects or events from the past in different ways e.g. role play, storytelling, speaking and using ICT.  Describe objects, people or events in History.
<b>Year 3</b>	Describe dates of and order significant events from the	Begin to explore the characteristic features of the periods and societies	Look at two versions of the same event and identify differences in the accounts.	Use a range of sources e.g. printed sources, pictures, buildings and visits to find out about a period.	Communicate and organise ideas about the past in a variety of ways e.g. discussions, pictures, writing and using ICT.

	<p>period studied on a timeline.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>studied and how they might have changed during a time period.</p> <p>Describe similarities and differences between people, events, and objects.</p>		<p>Ask questions such as “how did people...?”, “what did people do for...?” and find answers about the past.</p>	<p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p>
<b>Year 4</b>	<p>Order significant events and dates on a timeline using spacing to represent the passing of time on timelines.</p> <p>Describe the main changes in a period of history.</p>	<p>Describe the characteristic features of the periods and societies studied.</p> <p>Describe how some of the past events / people affect life today.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Use a variety of sources of information e.g. documents, printed sources, artefacts etc to collect evidence about the past.</p> <p>Ask questions such as “what was it like for a ... during...?” and find answers about the past.</p>	<p>Present, communicate and organise ideas about the past using a variety of art forms e.g. drama, roleplay and different genres of writing.</p> <p>Discuss the most appropriate way to present information, realising that it is for an audience.</p> <p>Use dates and terms correctly and use subject-specific words.</p>
<b>Year 5</b>	<p>Order significant local, national and international events and dates on a timeline. Should be starting to use an accurate scale for the number of years.</p> <p>Identify changes within and across historical periods.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Describe how historical events studied influenced lives today and begin</p>	<p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people in the past represent events or ideas in a way that might be to persuade others.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Compare sources of information available for the study of different times in the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Begin to identify primary and secondary sources.</p>	<p>Present, organised ideas from the past using discussions and debates and different genres of writing such as accounts and letters.</p> <p>Choose the most appropriate way to present information to an audience.</p> <p>Use dates and terms accurately and begin to use abstract terms.</p>

		to make links between some of the features of past societies.			
<b>Year 6</b>	<p>Order an increasing number of significant events from around the world on a timeline using dates accurately. Timelines should use an accurate scale for number of years.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events / periods occurred concurrently in different locations.</p>	<p>Choose reliable sources of factual evidence to describe and identify changes in the periods studied.</p> <p>Show identified changes on a timeline.</p> <p>Describe similarities and differences between people, events and objects studied.</p> <p>Make links between some of the features of past societies.</p>	<p>Give clear reasons why there may be different accounts of history, linking this to a factual understanding of the past.</p> <p>Suggest plausible reasons for how / why aspects of the past have been represented and interpreted in different ways.</p> <p>Show an awareness of the concept of propaganda and how this can affect interpretation.</p>	<p>Evaluates the usefulness and accurateness of different sources and evidence.</p> <p>Identify primary and secondary sources.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinion about historical events from a range of sources.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Presents information in the most appropriate way.</p> <p>Makes use of different ways of presenting information.</p> <p>Know and show a good understanding of historical vocabulary, including abstract terms.</p>