St Patrick's History Curriculum Progression Map

Statutory Framework for the EYFS **ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- 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.
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Below, we outline how we meet and go beyond the requirements

National Curriculum Subject Content for Key Stage 1:
Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (*Y1A1) (Y2Sp1)*
- 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 (Y2A1)
- 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. *(Y1Su1) (Y2Sp1) (Y2Su1)*
- significant historical events, people and places in their own locality *(Y1Sp1 and Y2Su1) (Y2Sp1 and Y2Su1)*

Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 1

National Curriculum Subject Content for Key Stage 2:

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age *(Y3A1)*
- the Roman Empire and its impact on Britain (*Y3Su1)*
- Britain's settlement by Anglo-Saxons and Scots *(Y4Sp1)*
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *(Y5Sp1)*
- a local history study *(Y4Su1) (Y6Sp1 and Y6Su1)*
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *(Y4Su1) (Y6A1 and Y6Sp1)*
- 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 (*Y3Sp1)*
- Ancient Greece – a study of Greek life and achievements and their influence on the western world *(Y5A1)*
- 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 (Y4A1); Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2

<table>
<tr><th colspan="8">Key Vocabulary</th></tr>
<tr><th>Nursery</th><th>Reception</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr>
<td rowspan="2">Now, next today, yesterday, tomorrow, before, after, baby, home, car, road, candle, clothes, Christmas, Easter, birthday, Church</td>
<td rowspan="2">When, then, past, change, grow up, adult, grow, house, flat, bus, train, travel, aeroplane, electricity, celebrate, party, old, new</td>
<td><u>Language related to time</u> A long time ago, future, last week, present, timeline, X years ago, decade</td>
<td><u>Language related to time</u> Century, last year, longer ago, more recent, x decades</td>
<td colspan="4"><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</td>
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<tr>
<td><u>Toys Past and Present</u>
Different, similar, same, recent, young, museum, artefact,
<u>Local History – St St Patrick’s Church</u>
artefact, immigrate, church, priest, memorial, community, equal, fair, unfair
<u>Healthcare heroes</u>
hygiene, study, nurse, doctor, medicine, healthcare system, NHS (National Health Service)</td>
<td><u>Great fire of London</u>
modern,flammable, 1666, parliament, Pudding Lane, eyewitness, evidence, sources, docks
<u>Childhood Then and Now</u>
founded, contrast, workhouse, local environment, technology, vote, Equality / inequality, eyewitness, evidence, docks, housing, human impact
<u>The Beatles</u>
Paul McCartney, The Beatles, national, international, significant, global, rights, Martin Luther King Junior</td>
<td><u>Prehistoric Britain Stone Age to the Iron Age</u>
Prehistory, archaeologist, settlement, Bronze Age, Iron Age, Stone Age, hunt, gather, agriculture

<u>Ancient Civilisations</u>
<u>Overview</u>
Ancient, civilisation, Egypt, Sumer, Indus Valley, Shang
<u>Ancient Egyptians</u>
Ancient, modern, river Nile, hieroglyphics, embalming, Tutankhamun, Howard Carter, pyramid, tomb, burial site, artefact, Cleopatra
<u>Invaders and Settlers</u>
Invade, settle, Julius Caesar, empire, emperor, Celts, Rome, Roman, Boudicca, revolt, slave, enslaved</td>
<td><u>Ancient Islamic Civilisation</u>
Civilisation, ancient, House of Wisdom, climate, explorer, influence, Islamic, empire
<u>Anglo-Saxons, Picts and Scots</u>
Sutton Hoo, Anglo-Saxon, Picts, Scots, Beowulf, Lindisfarne, Pagan, convert
<u>WWI</u>
army, navy, air-force, conscription, propaganda, trench warfare, No Man’s Land, armistice, allies, treaty</td>
<td><u>Ancient Greeks</u>
Polis, Athens, state, Olympians, Greek myth, God / Goddess
<u>Vikings vs Anglo-Saxons</u>
Anglo-Saxon, Vikings, kingdom, colonise, Danelaw, Alfred the Great, Battle of Hastings, 1066, William the Conqueror, Leif Erikson
<u>Britain since 1948</u>
Population, consumerism, characteristics, economic, technological advances, popular culture</td>
<td><u>Crime and Punishment</u>
Jury, judge, trial, lawyer, magistrate, transportation, court, weregild, compensation, protest, civil rights, strike, unrest
<u>Trade</u>
Industry, reliability, government, slavery, enslaved, racism, import, export

<u>WWII</u>
Government, primary source, secondary source, propaganda, reliability, blitz, evacuate, air raid</td>
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Significant figures and enrichment						
	Autumn		**Spring**		**Summer**	
Nursery	Sequence of the day Babies Recent past	Babies growing to children Comparison of familiar events in the past Nativity	Recent past – own lives Seasonal celebrations and other events in own lives	Special occasions Past and future – link to Easter Timeline of our year – visual focus	Change over time – within our experience Growing plants and learning about life-cycles	Timeline of our year Link to transition Begin to develop awareness of more distant places and times
Reception	Sequence of the day and the week Babies and growing Talking about and sequencing recent past	How we grow from babies to adults Comparison of familiar events and elements of life in the past Nativity – compare life at the time. Visit church.	Recent past – own lives and others Seasonal celebrations and other events in own lives and those of others Visit library.	Special occasions Past and future – Easter and other annual events Timeline of our year – using language related to time ***Alexander Graham Bell - inventions***	Change over time – within and beyond our experience Growing plants and learning about lifecycles.	Timeline of our year Link to transition Talk about and compare more distant places and times ***Vincent van Gogh – sunflowers focus***
Year 1	Are our toys better than toys in the past? ***Richard & Maragrete Steiff*** *Visitors to talk about toys from the past*		Is St Patrick's Church an important local landmark? ***Father James Nugent*** *Church visit* *Visits to the church* *Visit from local historian*		Are there people from history who have been "heroes" in improving healthcare? ***Kitty Wilkinson, Florence Nightingale, Mary Seacole, Aneurin Bevan, Henry Duncan*** *Local area walk* *Possible visit from healthcare professional*	
Year 2	Why was the Great Fire of London so significant? ***Samual Pepys*** *Visit to Toxteth Fire Station*		Has life improved for children in our locality over the past 100 years? ***Emmeline Pankhurst*** *Visitors who attended St Patrick's School* *Brenda Larkin (author)*		Why is Paul McCartney such a big deal in Liverpool? ***Paul McCartney*** ***Martin Luther King Junior*** *Beatles minibus tour* *Musical enrichment activities*	
Year 3	How important was nature to humans in prehistoric times? *Prehistoric nature drama activity*		Ancient civilisations overview What can we find out from Ancient Egypt from what has survived? ***Howard Carter***		Was Roman invasion good for Britain? ***Boudicca***	

			Cleopatra Ancient Egypt gallery at World Museum			
Year 4	What made ancient Baghdad so special? ***Ibn Battuta*** *Islamic art* *Visit to Al Rah-ma mosque*		Was it easy for the Anglo Saxons to invade and settle in Britain? *Cross-curricular History / Geography topic focusing on climate and nature*		What would life have been like during WWI? ***William Ratcliffe*** *Museum of Liverpool WWI*	
Year 5	What can we learn about life in Ancient Greece from the objects and evidence left behind? ***Aristotle*** *Altru drama day if possible*		What would life have been like in Britain under Anglo-Saxon and Viking control? ***Leif Erikson*** *Algo-Saxons and Vikings at Museum of Liverpool*		Has life in Britain improved since 1948? *Eye-witness interviews during topic*	
Year 6	How have Crime, Punishment and Protest changed over time? ***Robert Peel*** ***Rosa Parks*** ***Nelson Mandela*** *Visit from PCSOs* *Visit to St George's Hall*		Has trade been a positive thing for Liverpool? ***Henry Tate*** *Visit to the slavery museum* *Walking trail at the docks*		Why was Liverpool significant in WWII and how was it affected? ***Lilian Bader*** *Visit to Western Approaches*	
Relevant focus on local history, rights and equalities and environmental sustainability through all topics.						

History skills progression

	Chronological understanding	Historical knowledge	Historical interpretation	Historical enquiry	Organisation and communication
Nursery	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)	Begin to talk about past and present events in their own lives with pictures/objects to support.
Reception	Sequence events experienced in the past year.	Know some similarities and differences between things in the past and now.	Understand and talk about the past through settings, characters and events in books read in class and storytelling.	Ask questions (inc how / why) Describe events in some detail. Offer explanations for why things might happen.	Children talk about and sometimes draw past and present events in their own lives and those of family members.
Y1	Place known events and objects in chronological order. (E.g. toy from long ago / modern toy).	Recognise the difference between past and present in their own and other people's lives.	Use pictures, stories and adults talking to find out about the past.	Explore events, ask questions e.g. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask	Sort events or objects into groups e.g. 'then' and 'now'.

	Use common words and phrases relating to the passing of time. Sequence events and recount changes within living memory.	Recall some facts about people / events before living memory.		questions e.g. "What were they used for?" and try to answer.	Use simple ways of recording their learning about the past e.g. talk, write or telling stories.
Y2	Place events, people studied or objects in chronological order on a simple timeline and comment on the order. Use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods.	Use information to describe the past and can make some comparisons to today. Recount main events from a significant period in history. Use evidence to explain reasons why things happened or people in past acted as they did (e.g. why great fire spread so quickly.)	Look at and use books, pictures, stories, artefacts, eyewitness accounts etc to find out about the past.	Look carefully at pictures or objects and use eyewitness accounts 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.
Y3	Describe dates of and order significant events from the period studied on a timeline. Understand that a timeline can be divided into BC and AD	Begin to explore characteristic features of the periods and societies studied and how they might have changed during a time period. Describe similarities and differences between people, events, and objects.	Look at two versions of the same event and identify differences in the accounts.	Use a range of sources e.g. printed sources, pictures, artefacts, buildings and visits to find out about a period. Ask questions such as "how did people…?", "what did people do for…?" and find answers about the past.	Communicate and organise ideas about the past in a variety of ways e.g. discussion, pictures, writing and using ICT. Use terms with increasing accuracy. Discuss different ways of presenting information for different purposes.
Y4	Order significant events and dates on a timeline using spacing to represent the passing of time. Describe the main changes in a period of history.	Describe the characteristic features of the periods and societies studied. Describe how some of the past events / actions of people affect life today. Describe similarities and differences between people, events and artefacts studied, including the experiences of men, women and children in the past.	Discuss different accounts of historical events and explain some of the reasons why the accounts may be different.	Use a variety of sources of information e.g. documents, printed sources, artefacts etc to collect evidence about the past and suggest possible sources to use to help answer questions. Ask questions such as "what was it like for a … during…?" and find answers about the past.	Present, communicate and organise ideas about the past using a variety forms e.g. drama, data-handling, roleplay and different genres of writing. Discuss the most appropriate way to present information, realising that it is for an audience. Use dates and terms correctly and use subject-specific words.
Y5	Order significant local, national and international events and dates on a timeline. Identify changes within and across historical periods	Give some causes and consequences of the main events, situations and changes in the periods studied. Describe similarities and differences between people, events and objects studied. Begin to make links between some of the features of past societies.	Give clear reasons why there may be different accounts of history. Know that people in the past represented events or ideas in a way that might have been to persuade others. Evaluate evidence to choose the most reliable forms.	Compare sources of information available for the study of different times in the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Begin to identify primary and secondary sources.	Present, organised ideas from the past using discussions and debates and different genres of writing such as accounts and letters. Choose the most appropriate way to present information to an audience. Use dates and terms accurately and begin to use abstract terms.
Y6	Order an increasing number of significant events from around the world on a timeline using dates accurately. Identify and compare changes within and across periods. Understand how some historical events / periods occurred concurrently in different locations.	Identify changes and links within and across the time periods studied. Describe how historical events studied influence lives and the environment today. Make links between some of the features of past societies.	Give clear reasons why there may be different accounts of history, linking this to a factual understanding of the past. Suggest plausible reasons for how / why aspects of the past have been represented and interpreted in different ways. Show an awareness of the concept of propaganda and how this can affect interpretation.	Evaluates the usefulness and accurateness of different sources and evidence. Identify primary and secondary sources. Select the most appropriate source of evidence for particular tasks. Form own opinion about historical events from a range of sources.	Presents information in an organised and clearly structured way. Presents information in the most appropriate way. Makes use of different ways of presenting information. Know and show a good understanding of historical vocabulary, including abstract terms.