



# Brindle St Joseph's Catholic Primary School - Knowledge Progression in History



## EYFS Learning Goals

Within 'Understanding of the World', children learn about the Past and Present. During dedicated talk time, the children talk about their families; children can ask questions or make comments. We use books and photographs to show how there are many different families. We have visits from special people within our community and talk about children's own experiences with people who are familiar to them. We use pictures, stories, artefacts and accounts from the past, explaining similarities and differences. We look at familiar situations in the past such as school, home and transport. We observe children talking about experiences that are familiar to them and how these may have differed in the past. Children have the opportunity to begin to organise events using basic chronology. We share texts, images and tell oral stories that help children to begin to develop an understanding of past and present. We use fact and fiction books from a range of cultures and times drawing out common themes such as kindness or bravery.

By the end of the Foundation Stage children should be able to:

### 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;

### 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 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.

## National Curriculum Objectives




By the end of KS1...	By the end of KS2....
<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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<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>




### National Curriculum Objectives - Key Strands




HISTORICAL STUDY	HISTORICAL KNOWLEDGE AND AWARENESS	CHRONOLOGY AND CHANGE
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<ul style="list-style-type: none"> <li>• Pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world.</li> <li>• Pupils' curiosity to know more about the past will be inspired.</li> <li>• Pupils will be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Pupils will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Pupils will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>• Pupils will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</li> <li>• Pupils will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>• Pupils will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>
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# Cycle B

	R/ Y1	Y2/3/4	Y5/6
Unit One - Autumn One	<p>Unit Title: Terrific Toys</p> <p> R&amp;Y1 - Terrific Toys - Autumn One- Wor</p> <p><b>BUILDS ON:</b> The children will know what a toy is and have a good of understanding of modern-day toys due to life experience.</p> <p><b>INTENT:</b> Explore how toys have changed throughout history - understand that things change and evolve overtime.</p> <p><b>FUTURE LEARNING:</b> The children will go on to look at time periods in history where they can then apply their knowledge of the changes of toys, past times and games e.g. ancient Egypt. The children will be learning about turning points in history e.g. the industrial revolution, introduction of the first railway.</p>	<p>Unit Title: Skara Brae &amp; Stonehenge</p> <p> 2, 3 &amp; 4 - Autumn One - Stone Age - Ir</p> <p><b>BUILDS ON:</b> SOME of the children have explored aspects of this unit e.g. hunters &amp; gathers, woolly mammoths and cave paintings. ALL children understand that things change overtime.</p> <p><b>INTENT:</b> The children will be able deepen their understanding as to what life was like in Britain during the Stone Age and how this changed by Iron Age using the primary sources of Skara Brae &amp; Stonehenge.</p> <p><b>FUTURE LEARNING:</b> The children will be exploring other aspects of British History e.g. Romans and can therefore build on their knowledge and understanding of</p>	<p>Unit Title: Ancient Greece</p> <p> Y5&amp;Y6 - Autumn One - Ancient Grec</p> <p><b>BUILDS ON:</b> SOME of the children have learnt about ancient civilisations e.g. Ancient Egypt. ALL of the children have learnt about the Romans and their empire.</p> <p><b>INTENT:</b> To explore the ancient Greek civilization and understand their lasting impact and influence on the Western World. To understand that Greece had a powerful empire that was led (for some time) by Alexander the Great.</p> <p><b>FUTURE LEARNING:</b> The children will be learning about the Mayan civilisation later in the year.</p>

		Britain at the time.	
Unit Two - Spring One	<p>Unit Title: Historical Houses &amp; Local Houses</p> <p> R&amp;Y1 - Historical Houses - Spring On</p> <p><b>BUILDS ON:</b> ALL children will be aware of houses and common features of modern day houses due to life experience. SOME children have previously learnt about the geography of our local school area.</p> <p><b>INTENT:</b> To be able to identify the changes in houses over time and reasoning behind the type of housing in our local area.</p> <p><b>FUTURE LEARNING:</b> The children will study the industrial revolution where the building of terraced houses was common in order to house factory workers. The children will learn about the Great Fire of London and how 13,000 homes were lost. The children will</p>	<p>Unit Title: An Introduction to the Roman Empire</p> <p> 2, 3 &amp; 4 - Spring One - Introduction 1</p> <p><b>BUILDS ON:</b> SOME children have previously looked at British monarchy and therefore understand the concept of a ruler. ALL children are aware of our present-day ruler in Britain (King Charles).</p> <p><b>INTENT:</b> To be able to understand that Roman had an empire that was incredibly powerful at the time. To also understand that influential leaders date back thousands of years and that they often bring change and conflict.</p> <p><b>FUTURE LEARNING:</b> The children will later be exploring the impact the Roman Empire had on Britain where they will revisit these influential leaders.</p>	<p>Unit Title: The Mayan Civilisation</p> <p> Y5&amp;Y6 - Autumn One - Mayans.pdf</p> <p><b>BUILDS ON:</b> The children have studied many ancient civilisations and therefore should have a sound understanding of where these periods appear in history and (in general) what life was like. The children have also studied Stone Age - Iron Age and therefore know what life was like in Britain at that time.</p> <p><b>INTENT:</b> To understand what life was like during the Mayan period, what was important to them and how this compares with life in Britain at that time.</p> <p><b>FUTURE LEARNING:</b> The children will explore other civilisations during KS3 history</p>

	<p>also be exploring 'Our Local Area' in geography where they will learn that Hoghton is a village.</p>		<p>e.g. China's Qing dynasty and will be able to make comparisons.</p>
<p>Unit Three - Summer One</p>	<p>Unit Title: Space &amp; The First Humans on the Moon</p> <p> R&amp;Y1 - Space - Summer One- Word</p> <p><b>BUILDS ON:</b> SOME children will have previously looked at 'explorers' and what it means to be an explorer.</p> <p><b>INTENT:</b> To explore significant live events such as the first man on the moon and changes to space travel.</p> <p><b>FUTURE LEARNING:</b> The children will be learning about the information we gathered via space exploration and how this is ever-evolving in Y5 where they study Earth and Space.</p>	<p>Unit Title: Terrible Tudors</p> <p> 2, 3, &amp; 4 - Summer One - Henry VIII &amp; T</p> <p><b>BUILDS ON:</b> ALL children have explored the concept of change and leadership. ALL children have previously visited Hoghton Tower and are therefore aware of local historical landmarks. SOME children are aware of different forms of Christianity through the teaching of RE.</p> <p><b>INTENT:</b> To explore some of the key changes in Britain during the Tudor period e.g. establishment of the Church of England as well as looking at the life of Henry VIII.</p> <p><b>FUTURE LEARNING:</b> The children will later study the Victorians and look at the changes in Britain during Queen Victoria's reign.</p>	<p>Unit Title: WW2</p> <p> Y5&amp;Y6 - Summer One - WW2.pdf</p> <p><b>BUILDS ON:</b> The children should have a secure understand of how childhood has changed in history due to the curriculum coverage in school. The children understand how war can impact childhood due to modern-day wars.</p> <p><b>INTENT:</b> To understand it was like for a child growing up during WW2 and how childhood is different today.</p> <p><b>FUTURE LEARNING:</b> The children will study the challenges people in Britain have faced from 1901 onwards via KS3 history.</p>